

Class of 2024

Mission Possible: Graduation and Beyond



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

Supports BRIDGE Advisement Mandates



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

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Getting Started, Making Choices

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

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

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

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

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

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

<https://counseling.paulding.k12.ga.us/index.php/academic/career-planner/>

Let the journey begin and welcome to high school!



Mission Possible: Graduation and Beyond

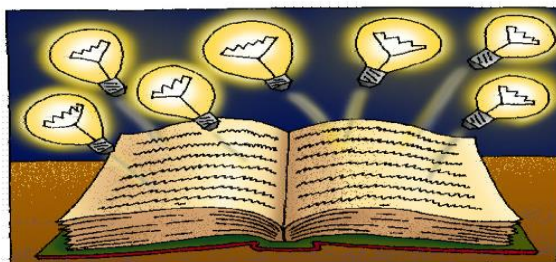
Mission Possible: Graduation and Beyond is a district-wide program that places emphasis throughout all grade levels that students and parents/guardians will focus on graduating from high school. In addition, students work collaboratively with school counselors to make certain that academic and career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

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

Under this initiative, students are referred to as the "Class of". Therefore, your 8th grade student has been and will be referred to as a student in the Class of 2024. All middle school students complete career portfolios using the Georgia Career Information System which is housed under the Infinite Campus Portal. In addition to these worthwhile activities, students receive academic support and annual advisement/transition opportunities. Information is provided for students and parents as the student both enters and leaves middle school as well as during high school.

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

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





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

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

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

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

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

Middle School

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

- Grade 6 – GCIS within the IC Portal
 - IC Portal Account using GCIS is available (5th Grade students used GCIS JR accounts)
 - Students complete the 48-Question Career Cluster Survey

IC Portal for Students

Account/User Name: Student Number

Password: First Time Only = Password provided by Technology Specialist or Media Specialist as Needed.

User Name and Password are the same for the student to:

- Login to the Network
- Login to the IC Portal
- Login to Canvas

- Grade 7 – GCIS within the IC Portal
 - *YouScience Snapshot* must be completed
 - 3 Career Concentrations/Clusters must be explored.
- Grade 8 – GCIS and *YouScience Snapshot* within the IC Portal
 - *YouScience Snapshot*, an ability and interest inventory assessment must be completed for all students that missed the 7th grade implementation.
 - Individual Graduation Plan is created (based on *YouScience Snapshot* Results) and later input into the MYAP Tool within the IC Portal
 - Dual Enrollment Information is provided no later than February 1.

High School

■ The following BRIDGE Advisement tasks are required to be completed in high school in the student’s the Georgia Career Information System portfolio:

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

SUGGESTIONS FOR PARENTS

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

ACADEMIC SUCCESS

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

School counselors will help you with:

- Standard A:** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C:** Students will understand the relationship of academics to the world of work and to life at home and in the community.

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

ACADEMIC EXPECTATIONS

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

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

Develop these areas to be successful in your education:

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

ACADEMIC STUDY SKILLS

This section will focus on the standards that will help you be successful in high school—mastering **HOW**

TO STUDY AND ACHIEVE ACADEMIC SUCCESS

Study Plan and Study Preparation

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

Review Techniques

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

Attitude

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

Organize

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

Pace Yourself

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

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

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

Predict What You Will Learn

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

Keep It Relevant

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

Learning to Listen

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

TIME MANAGEMENT

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



Graduation Requirements/Plan of Study

For the Class of 2024, there is one set of graduation requirements/plan of study that leads to a high school diploma in Georgia. However, the individual plans of study information linked to a Career Cluster and Pathway or Advanced Academic, Fine Arts or World Language Pathway are designated in this guide as well as the Career Planner. A plan/program of study is the set of courses needed to complete the requirements for graduation.

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

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

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

Graduation Requirements	23 units
Promotion Requirements Students are a member of their cohort group: Year 1 Year 2 Year 3 Year 4	Students must have earned a minimum of: 5 units of credit to move to 10 th grade 11 units of credit to move to 11 th grade 17 units of credit to move to 12 th grade

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

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

Below are the graduation requirements for students who are in 9th, 10th, 11th, and 12th grades during the 2019-2020 school year. The Class of 2024 students will have the same requirements as the last column on the right of the chart indicates.

In the 2019-2020 school year I will be a	SENIOR	JUNIOR	SOPHOMORE	FRESHMAN
In will be graduating in	2024	2023	2022	2021
How many units do I need for Promotions?	23 to Graduate, 4 th Year Cohort: 17 Units Required	3 rd Year Cohort: 11 Units Required	2 nd Year Cohort: 5 Units Required	1 st Year Cohort
What tests are required to Graduate?	NONE	NONE	NONE	NONE
What percentage of the EOC averages into my final course grade? EOC Subjects are 9 th Grade Literature, American Literature, GSE Algebra I, GSE Geometry, Biology, Physical Science, US History, and Economics.	20%	20%	20%	20%
How many credits do I need to Graduate?	23	23	23	23
What do I need to know about math	GSE 4 Units Required. Support Classes DO NOT COUNT for graduation.	GSE 4 Units Required. Support Classes DO NOT COUNT for graduation.	GSE 4 Units Required. Support Classes DO NOT COUNT for graduation.	GSE 4 Units Required. Support Classes DO NOT COUNT for graduation.
What about the HOPE Scholarship?	Check GAfutures.org for updated legislative information.			
What about the NCAA?	Students must first register online at www.clearinghouse.com . Next, students must have a referral from a College Coach to be placed on the list.			
Note: These figures are subject to change. Please refer to the Georgia Department of Education website for the most up-to-date information.				

Advisement

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

<https://counseling.paulding.k12.ga.us/index.php/career/middle-school-advisement-counseling/>

Middle School Advisement & Counseling

Middle school students work collaboratively with school counselors in three life domains: academic, career, and personal/social. Under the Career life domain, school counselors help students identify their goals as well as their strengths and talents. School counselors guide students to answer these three important questions:

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

BRIDGE Advisement – 8th Grade

- BRIDGE Advisement Individual Graduation Plan – Document
- BRIDGE IGP Using the MYAP Tool Presentation
- Career Planner 2017-2018
- Classroom Guidance Presentation by High School Counselors (Fall)
- High School 101 Guide
- Parent Night, General Information Presentation
 - This opportunity is provided during the Fall semester or in January at the middle school.
- Parent Night at the High School Presentation
 - This opportunity is provided at each high school during second semester.

School Safety

Tip Line

School Safety Hotline

1-877-SAY-STOP



BRIDGE Advisement/Parent Conferences and Teacher/Parent Conferences:

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

GAfutures

www.GAfutures.org is an online, interactive tool that supports students with:

- College Applications in Georgia
- College Search
- Financial Aid, FAFSA and Financial Literacy
- Dual Enrollment Application
- Scholarship Search
- Transcripts



Students may continually monitor their HOPE GPA by logging into their My GAfutures account.

HOPE Scholarship:

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

<https://www.gafutures.org/hope-state-aid-programs/>

Every student must have his/her legal name, social security number, and correct birth date to be eligible for the HOPE Scholarship. Students should continually monitor the HOPE GPA approximately 30 days after the close of each semester.

Infinite Campus Viewer:

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

Mathematics Placement:

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

Participation in Graduation Ceremonies:

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

Reality/Pathway Fair:

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

IMPORTANT DEFINITIONS

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



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

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

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

Dual Enrollment: This program provides students the opportunity to be “dual credit enrolled”. This means a Dual Enrollment student is enrolled at the high school as well as the college or technical college. In this program a high school student may be part time or full time at the postsecondary school. Link for additional information: <https://counseling.paulding.k12.ga.us/index.php/academic/dual-enrollment/>

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

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

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

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

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

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

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

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

Promotion: For a 9th grader to move to 10th grade status, he/she must be a Cohort Year 2 student and earn a minimum of 5 Carnegie units.

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

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

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

HIGH SCHOOL CLASSES AND GRADING

1. The school year is divided into 2 semesters of approximately 18 weeks each. Middle school students who have taken the Spanish I, Physical Science, Honors 9th Grade English/Lit, and/or Honors GSE Algebra I course have grades posted at the end of the school year for 1.0 credit earned for passing the course with a 70 or higher.
2. High school students take block or full credit courses with a full credit posted at the close of each semester for the majority of the courses taken.
3. A student takes a minimum of 8 credits of courses each year for four years.
4. Taking 8 classes, a student can earn 8 units of credit per year if all classes are passed, 4 credits during the fall semester and 4 credits during the spring semester are earned.
5. Generally, a freshman takes 4 or 5 core courses including one in each area of English, Math, Science, and Social Studies. Most 9th graders also take Health/Personal Fitness during the 9th grade year with the other classes usually being electives. Some students begin or continue their World Language requirement during the 9th grade year. World Language (Modern Language/Foreign Language) is considered a core course. Students must graduate with two courses in the same World Language in order to be admitted to a 4-year college or university. World Geography, if taken, is a Social Studies elective course.
6. Ninth grade core courses are one credit courses with grades and credits upon completion of the course. Most core and elective courses are taught in a 90-minute block. Health and Personal Fitness are nine-week courses. For each course, a percentage of the final grade is determined by a cumulative exam or for EOC courses, the EOC assessment grade.
7. The overall grade for the course determines whether or not credit is awarded. A final grade of '70' or better is required for passing and earning credit for a course.

8. If a student fails any required course, the student must repeat the class until it is passed. A failing grade remains on the academic record and is included in the student’s overall Grade Point Average (GPA). If a student fails a required class, the student must make immediate plans to retake the class. The block schedule at the high school does accommodate students repeating the failed course at the high school. Summer school, online courses including Georgia Virtual School are routes to follow for credit recovery. Credit recovery information is available through school counselors.
9. A total of 5 units must be passed in order to become a 10th grader. The student must also be a Cohort Year 2 student.
10. Individual teachers will provide a course syllabus with an outline of the course, classroom expectations and a grading plan. Performance standards are provided by each teacher.

HIGH SCHOOL GRADING SCALE	
90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

EXTRA-CURRICULAR ELIGIBILITY

Eligibility refers to a student’s good standing so that he/she may participate in high school athletics and other competitive activities, which includes cheerleading. Eligibility rules are governed by the Georgia High School Association (GHSA). Currently, all first time 9th graders are eligible to participate for the first semester. To maintain eligibility for second semester, a 9th grader must be passing at least 2.5 units worth of courses. Second-year students must have accumulated five (5) total Carnegie units in the first year, and passed at least 2.5 units of credit during the previous semester.

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

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



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

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

Class of 2023 and Thereafter Advisement Plan (BRIDGE Graduation Plan)

Paulding County School District
Mission Possible: Graduation and Beyond

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

Revised 9/13/2018

High School-Copy 1

Parent/Student-Copy 2

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

<https://counseling.paulding.k12.ga.us/index.php/academic/career-planner/>

BRIDGE Advisement and the IGP for Class of 2024

THE MYAP TOOL

Use the Multi-Year Academic Planner Page on the Counseling Information website to review all credit category types for high school courses in grades 9-12. Information is also included in this guide. The website link is:

<https://counseling.paulding.k12.ga.us/index.php/academic/multi-year-academic-planner/>

A Power Point Presentation regarding the MYAP is available at this link:

<https://www.paulding.k12.ga.us/cms/lib/GA01903603/Centricity/Domain/209/Introduction%20Infinite%20Campus%20Multi-Year%20Academic%20Planner%203%2014%202017.pdf>

This information is used for 8 credits worth of courses each school year for grades 9, 10, 11 and 12.

Please refer not only to the information in HS 101, but also each high school's MYAP Course Sequencing documents as well as the district Career Planner for course information regarding high school core and elective courses. There need to be 4 Electives in priority order in Section 2 for grade 9 of the BRIDGE Graduation Plan.

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

Infinite Campus Multi-Year Academic Planner

MYAP Tool Used to Completed IGP

IGP = PLANNING AND TRACKING A PERSONAL PATHWAY TO GRADUATION

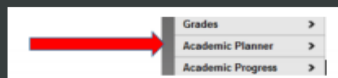


What is MYAP?



- The Multi-Year Academic Planning tool (MYAP) is a process that helps students develop an academic path for their entire high school career.
- This tool is the method used for the student update his/her Individual Graduation Program (IGP).

Grade 9 → Grade 10 → Grade 11 → Grade 12



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

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

General Questions to Consider:

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

Advanced Placement Information

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

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

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

Honors Course Information

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

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

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



ADDITIONAL PATHWAYS

ADVANCED ACADEMIC PATHWAY

An Advanced Academic Pathway may be followed in any of these four content areas: ELA (English/Language Arts), mathematics, science or social studies. A student has completed an Advanced Academic Pathway in ELA, mathematics, science, or social studies when the criteria described below have been met.

CTAE Pathway

A series of 3 or 4 specified courses in a CTAE-approved pathway. Advanced Academic Pathway
An advanced Academic Pathway may be followed in any of these four content areas: ELA, mathematics, science or social studies. A student has completed an Advanced Academic Pathway in ELA, mathematics, science, or social studies when the criteria described in A (page 22) have been met.

Fine Arts Pathway

A Fine Arts Pathway may be followed in any of these five areas of study: visual arts, theater, dance, music, or journalism. A student has completed a Fine Arts Pathway when three courses, from those identified in the five accompanying attachments (B-Visual Arts, C-Theater, D-Dance, E-Music, F-Journalism), have been successfully completed in any one of the five areas.

World Language Pathway

A World Language Pathway may be followed in any of the world language areas included in the state list of approved courses. A student has completed a World Language Pathway when the criteria described in G (page 88-89) have been met.

Georgia Fine Arts Diploma Seal

The Georgia Fine Arts Diploma Seal is awarded to graduating high school students who complete a Georgia Fine Arts Pathway and engage in creative industry focus courses, extra-curricular activities, and experiences that foster fine arts mastery. The diploma seal is a signal to employers and higher education institutions that a student is prepared to participate in the creative economy in areas such as art, acting, dancing, and music. The goal of this seal is to produce students who are prepared for college and careers in fine arts related career fields. The application is due March 31st. Link for the application is: <https://www.paulding.k12.ga.us/Domain/4385>

Requirements for the Georgia Fine Arts Diploma Seal

- *Earn at least 3 credits of any one subject of fine arts. Pathway completion denotes mastery in one art form*
- *Earn 1 credit in either a CTAE course that provides a creative industry skill focus for students OR a fourth fine arts course, AND two fine arts related extra curricular activities*
- *Plan to share your talent and industry knowledge by providing at least 20 hours of art related community service*
- *Complete a capstone presentation on your experiences. Students may combine the school senior capstone requirement with the fine arts diploma seal capstone if the projects are similar*

ADDITIONAL PATHWAYS

International Skills Diploma

In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. The International Skills Diploma Seal is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experience that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy.

Requirements for the International Skills Diploma

- *At least three credits in the same world language and/or ESOL*
- *At least four credits in courses determined to have an international focus, such as international economics, world/non-US history, world geography, etc.*
- *At least four extracurricular activities and experiences with global themes and/or in global contexts (e.g., exchange programs, international and language clubs, travel abroad)*
- *Twenty hours of community service involving a global/cross-cultural public service project*
- *Capstone presentation on the knowledge gained in the courses and activities listed above*

Additional information can be found at the Georgia Department of Education - World Language Division.

Georgia's Seal of Biliteracy

HB 879 was signed into law on May 3, 2016, establishing a Seal of Biliteracy for the state of Georgia. The Seal of Biliteracy will be available for graduating high school students starting in 2016-17.

Requirements for the Georgia's Seal of Biliteracy:

- *Completion of all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes; and*
- *Proficiency in one or more languages other than English, demonstrated by passing a foreign language advanced placement examination with a score of 4 or higher or and international baccalaureate examination with a score of 5 or higher; provided, however, that for languages in which an advanced placement examination is not available, the Department of Education may provide a listing of equivalent summative examinations that local schools systems may use in place of such an advanced placement examination.*

Additional information can be found at the Georgia Department of Education - World Language Division.

ADVANCED ACADEMIC PATHWAY IN ELA(ENGLISH/LANGUAGE ARTS) CRITERIA:

1. Student graduated, thereby completing 4 required credits in ELA, AND
2. Student's course history in ELA (23 course codes) includes at least one AP* Course Code (23.043; 23.053; 23.065) or one IB* Course Code (23.06800; 23.06900; 23.06110; 23.06120; 23.06130) or one post secondary enrollment code in 23 that fulfills a core graduation requirement in ELA, AND
3. Student earned credits in two sequential courses in one world language.

ADVANCED ACADEMIC PATHWAY IN MATHEMATICS CRITERIA:

1. Student graduated, thereby completing 4 required credits in mathematics, AND
2. Student's course history in mathematics (27 course codes) includes at least one AP* Course Code (27.072; 27.073; 27.074) or one IB* Course Code (27.06120; 27.06130; 27.05220; 27.05240) or one post secondary enrollment code in 27 that fulfills a core graduation requirement in Mathematics, AND
3. Student earned credits in two sequential courses in one world language.

ADVANCED ACADEMIC PATHWAY IN SCIENCE CRITERIA:

1. Student graduated, thereby completing 4 required credits in science, AND
2. Student's course history in science (26 course codes and 40 course codes) includes at least one AP* Course Code (26.014; 26.062; 40.053; 40.083; 40.0841; 40.0842) or one IB* Course Code (26.01800; 26.01900; 26.06300; 40.08500; 40.08600) or one post secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in Science, AND
3. Student earned credits in two sequential courses in one world language.

ADVANCED ACADEMIC PATHWAY IN SOCIAL STUDIES CRITERIA:

1. Student graduated, thereby completing 3 required credits in social studies, AND
2. Student's course history in social studies (45 course codes) includes at least one AP* Course Code (45.016; 45.052; 45.053; 45.062 45.063; 45.077; 45.0811; 45.082; 45.084) or one IB* Course Code (45.01310; 45.01320; 45.01700; 45.017100; 45.06500; 45.06600; 45.07800; 45.07900; 45.08700; 45.08800; 45.08900) or one post secondary enrollment code in 45 that fulfills a core graduation requirement in Social Studies, AND 3. Student earned credits in two sequential courses in one world language.

WORLD LANGUAGE PATHWAY GUIDELINES AND PATHWAY CRITERIA:

1. Student graduated, AND
2. Student's course history in one world language includes 3 distinct high school Course Codes OR includes at least 2 distinct Course Codes plus a third code reflecting an AP* course, where AP courses are offered (60.017, French; 60.077, Spanish; 60.078, Spanish Lit; 61.017, German; 61.047, Latin; 62.0196, Chinese; 63.039, Japanese); or a third code reflecting an IB* course, where courses are offered (French, 60.01120, 60.01130; Spanish, 60.07130, 60.07160; German, 61.01120, 61.01130; Latin, 61.04120, 61.04130; Chinese, 62.01900, 62.01910; Japanese, 62.03920, 62.03930; Arabic, 63.10700, 63.01800;) or one post secondary enrollment course code in the same World Language reflecting a third course at the college level.

*AP, IB and dual enrollment courses must have earned credit

ADDITIONAL SEALS INFORMATION

Georgia Civic Engagement Diploma Seal

The Georgia Civic Engagement Diploma Seal is awarded to graduating high school students who complete the required social studies courses and engage in civic engagement. The purpose of the seal is to honor students' civic knowledge and activities. It is a recognition of merit for students who appreciate the importance of serving their community and taking informed action in our democracy.

Criteria to earn a Civic Engagement Diploma Seal:

- Satisfy the social studies requirements to earn a high school diploma
- Earn a 70% on an American Government Basic Skills test
- Complete 50 hours community service which includes civic engagement activities and related social studies electives and pathway courses
- Complete a Capstone Portfolio Presentation

ENGLISH/LANGUAGE ARTS



English Courses



Each district high school offers the English courses listed on the chart below. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the course name and then, select the English course by clicking on the correct option from the very short listing of English courses.

The chart below maps out English courses. However, for any questions about what is offered at the high school where the student attends, the district Career Planner and the individualized high school sequencing English charts plus advisement information from the school counselor is available.

For any student who fails an English course, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.

COURSES for ELA:

Ninth Grade Literature/and Composition

23.0610000

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

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

Ninth Grade Literature/and Composition (Honors)

23.0610010

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

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

HONORS WORLD LITERATURE/AND COMPOSITION

23.0630010

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

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

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

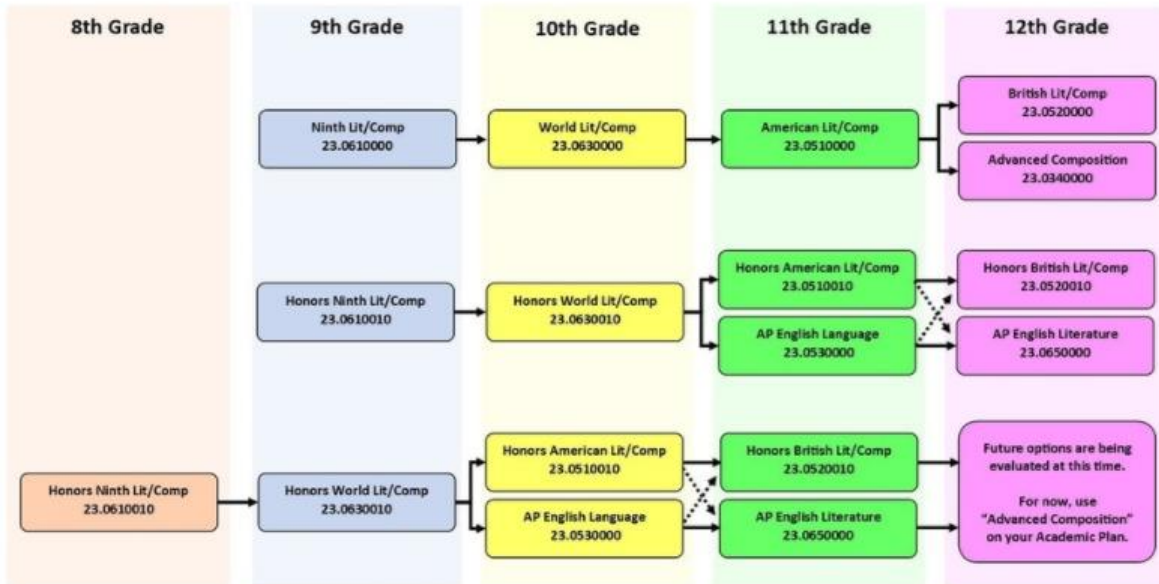
End-of-Course Milestone Assessments

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

ENGLISH

The State of Georgia requires students to complete four (4) credits of English in order to receive a high school diploma. If students begin their English studies in 8th grade, they will still be expected to take a fifth English course in Grade 12 (*the intent of starting early was to complete more advanced coursework in Grade 12*). A student must meet the qualifications to take Honors/AP courses: an 85 or higher in the previous English class and a teacher recommendation.

4 Credits Required



Academic Plan Instructions: The courses listed on the English row of your Academic Plan should match one of the sequences shown above. If you fail an English course, you will need to add it as a "RETAKE" during another year of your plan (*you must account for earning four credits*). Students who started their English coursework in 8th grade should, at this time, enter Advanced Composition as their fifth English course. The district is currently evaluating several options for students to select during that year, and they will be added to Planner at a later time. If you have any questions about your English coursework, see your current English teacher or your school counselor.

**Class of 2024 (one diploma—4 units required)
High School English Courses Started in 9th Grade**

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

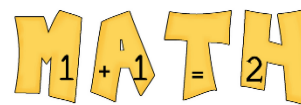
NOTE: All students are required to pass a full year of 9th Literature/and Composition and American Literature/Composition **AND** to take the End-of-Course assessment for 9th Literature/and Composition and American Literature/Composition

**Class of 2024 (one diploma—4 units required)
High School English Courses Started in 8th Grade**

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

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

For a student who begins English course for high school credit during 8th grade, the Grade 12 Courses in English are listed in the chart above.



Mathematics Courses



Each district high school offers the Mathematics courses listed on the chart below. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the course name and then, select the Mathematics course by clicking on the correct option from the very short listing of Mathematics courses.

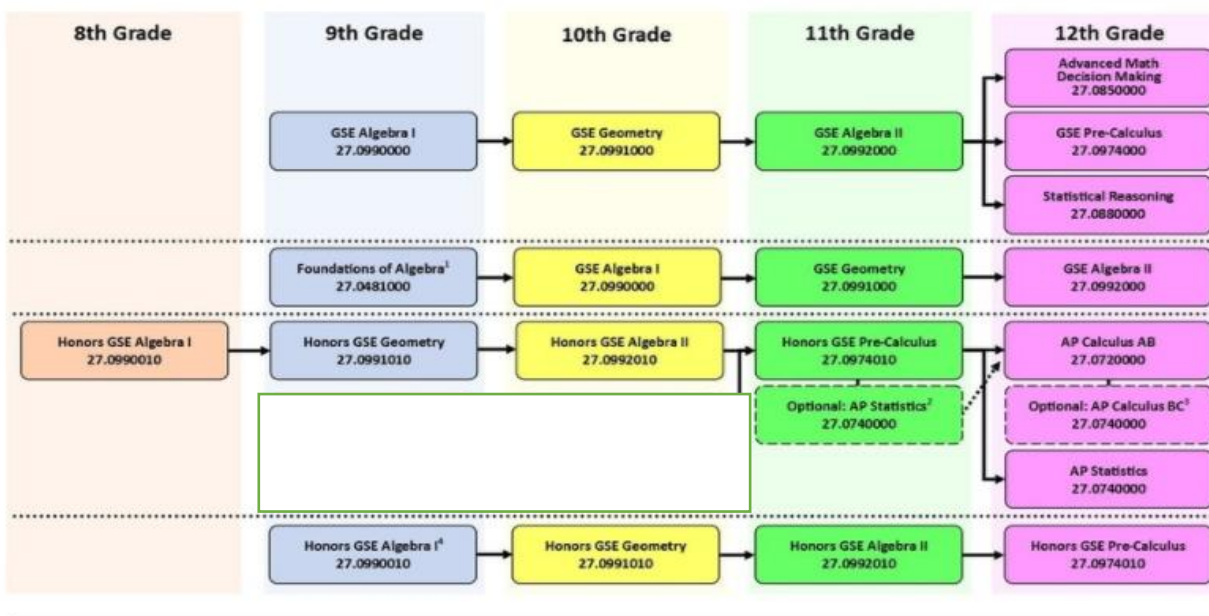
The chart below maps out Mathematics courses. However, for any questions about what is offered at the high school where the student attends, the district Career Planner and the individualized high school sequencing Mathematics charts plus advisement information from the school counselor is available.

For any student who fails a Mathematics course, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.

MATHEMATICS

The State of Georgia requires students to complete four (4) credits of mathematics in order to receive a high school diploma. If students begin their math studies in 8th grade, they will still be expected to take a fifth math course in Grade 12 (the intent of starting early was to complete more advanced coursework in Grade 12). A student must meet the qualifications to take Honors/AP courses: an 85 or higher in the previous math class and a teacher recommendation.

4 Credits Required



Academic Plan Instructions: The Math row of your Academic Plan should match one of the sequences shown above. If you fail a math course, add it as a "RETAKE" during another year of your plan (you must account for earning four credits). **Special Notes:** 1) This class counts for graduation purposes. You will not be able to attend a 4-year college unless you take a 5th math in Grade 12. 2) AP Statistics can be taken in Grade 11 in addition to Pre-Calc for students planning to take AP Calculus in Grade 12. 3) AP Calculus BC can be taken in the spring of Grade 12 if you complete AP Calc AB in the fall. 4) If a student starts with Honors Algebra in Grade 9 and wishes to take an AP class in Grade 12, the student will need to double-up on courses in an earlier grade level (typically, Geometry and Algebra II in Grade 10) or also take AP Stats in 12th (see Note #2).

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

**Class of 2024 (one diploma—4 units required)
High School Mathematics Courses Started in 9th Grade**

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

GRADE 9	GRADE 10	GRADE 11	GRADE 12
GSE Algebra I*	GSE Geometry*	GSE Algebra II	GSE Pre-Calculus, Statistical Reasoning, Or Adv. Math Decision Making

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

End-of-Course Milestone Assessments

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

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

27.0990000

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

**Class of 2024 (one diploma—4 units required)
High School Mathematics Courses Started in 8th Grade**

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors GSE Algebra I*	Honors GSE Geometry*	Honors GSE Algebra II	Honors GSE Pre-Calculus	AP Calculus AP Statistics

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

GSE GEOMETRY - HONORS

27.0991000

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

Class of 2024 (one diploma—4 units required)

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

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

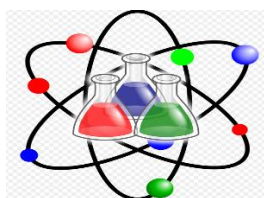
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foundations of Algebra	GSE Algebra I*	GSE Geometry*	Technical College Readiness Math/GSE Algebra II

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

Foundations of Algebra

27.0481000

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



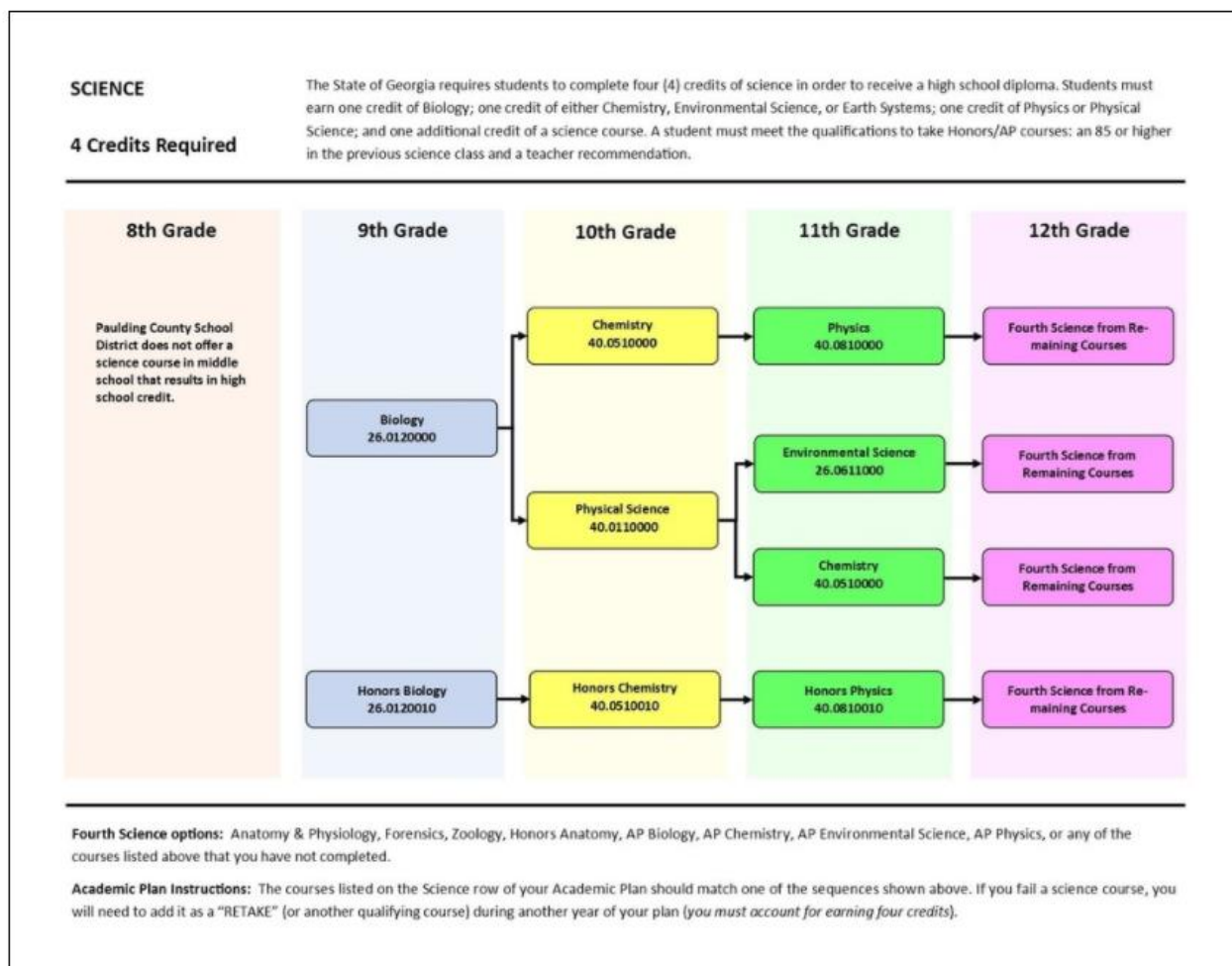
Science Courses



Each district high school offers the Science courses listed on the chart below. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the course name and then, select the Science course by clicking on the correct option from the very short listing of Science courses.

The chart below maps out Science courses. However, for any questions about what is offered at the high school where the student attends, the district Career Planner and the individualized high school sequencing Science charts plus advisement information from the school counselor is available.

For any student who fails a Science course, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.



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

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

End-of-Course Milestone Assessments

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

Class of 2024 (one diploma—4 units required)

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

High School Science Courses Started in 8th Grade

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors Physical Science	Biology Honors Biology Chemistry Honors Chemistry	Physics Honors Physics Chemistry Earth Systems Environmental Science Anatomy/Physiology y AP Biology AP Chemistry AP Environmental Science	Anatomy/Physiology AP Physics AP Biology AP Chemistry AP Environ. Science Other state approved 4 th year science course	4 th Science options, AP or DE classes that have not been taken yet.

Biology

26.0120000

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

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

Biology (Honors)

26.0120010

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

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

SOCIAL STUDIES



Social Studies Courses



Each district high school offers the Social Studies courses listed on the chart below. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the course name and then, select the Social Studies course by clicking on the correct option from the very short listing of Social Studies courses.

The chart below maps out Social Studies courses. However, for any questions about what is offered at the high school where the student attends, the district Career Planner and the individualized high school sequencing Social Studies charts plus advisement information from the school counselor is available.

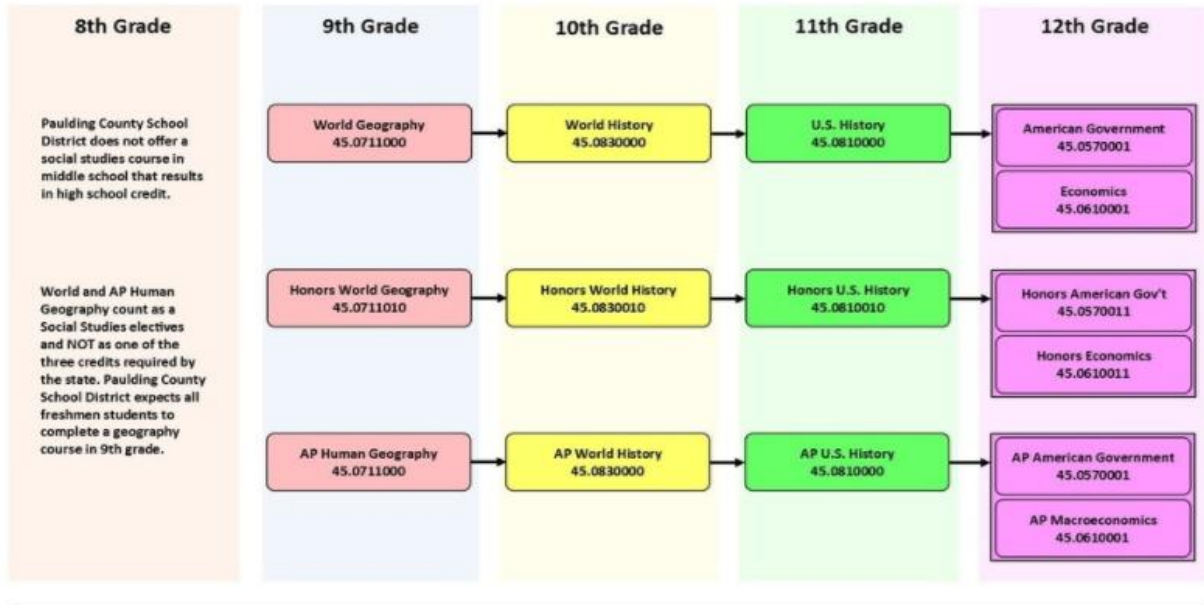
For any student who fails a Social Studies course, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.

Important Note: World Geography, Honors World Geography and AP Human Geography are Elective courses. On the IGP in IC, these courses will be listed under the **Elective** credit type.

SOCIAL STUDIES

The State of Georgia requires students to complete three (3) credits of social studies in order to receive a high school diploma (World History, U.S. History, and Government/Economics). Please note that Paulding County School District has its students take World Geography in 9th grade. World Geography counts as a social studies elective, not one of the three required by the state. A student must meet the qualifications to take Honors/AP courses: an 85 or higher in the previous social studies class and a teacher recommendation.

3 Credits Required



Academic Plan Instructions: The courses listed on the Social Studies row of your Academic Plan should match one of the sequences shown above. **World Geography** MUST be listed on the Electives of your plan. On the Social Studies row, **you must select BOTH Government and Economics for Grade 12** (on-level and Honors count as 0.5 credit each, whereas the AP versions will be worth one credit each). If you fail a social studies course, you will need to add it as a "RETAKE" during another year of your plan (*you must account for earning the three required credits*). If you have any questions about your social studies courses, see your current social studies teacher or your counselor.

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

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

Class of 2024 (one diploma—3 units required)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Required for graduation	Required for graduation	Required for graduation
All 4 courses are <u>elective</u> courses: World Geography World Geography-Honors AP Human Geography	World History World History-Honors AP World History	U. S. History U.S. History-Honors AP U.S. History	Government (.5 credit) Honors Government (.5 credit) Economics (.5 credit) Honors Economics (.5 credit) AP Government (1.0 credit) AP MACRO ECONOMICS (1.0 credit)

Course Descriptions for Geography Electives in the Social Studies Area

World Geography

45.0711000

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

World Geography Honors

45.0711010

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

Advanced Placement Human Geography

45.0770000

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

Additional electives are offered in the social studies area. Please refer to page 35 for these options.

End-of-Course Milestone Assessments

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





Health and Personal Fitness Courses



Each district high school offers the Health and Personal Fitness courses listed on the chart below. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the course name and then, select the Health as well as the Personal Fitness course by clicking on the correct option from the very short listing of courses.

The chart below maps out Health and Personal Fitness courses. However, for any questions about what is offered at the high school where the student attends, the district Career Planner and the individualized high school sequencing charts plus advisement information from the school counselor is available.

For any student who fails either a Health or Personal Fitness course, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.

HEALTH AND PERSONAL FITNESS 1 Credit Required

The State of Georgia requires students to complete one-half (0.5) credit of Health and one-half (0.5) credit of Personal Fitness in order to receive a high school diploma. Students have to option to waive Health and Personal Fitness if they complete three (3) credits of JROTC. During the Health coursework, students will complete the state's Alcohol & Drug Awareness Program (ADAP). Upon passing the program's test, students will receive their ADAP card, which is required to get a driver's license (ADAP is also completed during the JROTC I class).

8th Grade

Paulding County School District does not offer Health and Personal Fitness course in middle school that results in high school credit.

9th Grade



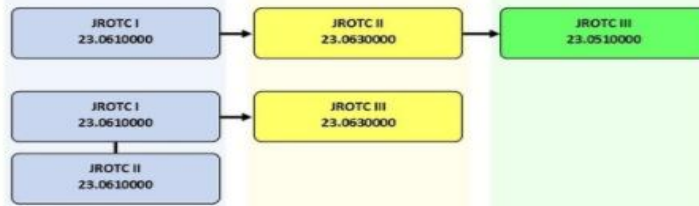
10th Grade

11th Grade

12th Grade

JROTC OPTION

These charts indicate some options for completing three credits of JROTC.



Academic Plan Instructions: The only courses listed on the Health/Personal Fitness will be Health and Personal Fitness (all other PE courses will be listed on the Electives row of your plan). If you fail either of these courses, you will need to add the failed courses as a "RETAKE" during another year of your plan (you must account for passing both courses). If you choose the JROTC option, you will list the three (3) JROTC courses on the CTAE row of your plan, and the Health/Personal Fitness row will remain unused. This may result in a warning when you save your plan; however, three JROTC credits will substitute for Health and Personal Fitness. If you have any questions, see your counselor.

Sequencing of Physical Education Courses:

	1 st or 2 nd Semester of 9 th Grade	1 st Semester 10 th Grade	2 nd Semester 10 th Grade	1 st Semester 11 th Grade	2 nd Semester 11 th Grade	1 st Semester 12 th Grade	2 nd Semester 12 th Grade
Weight Training	Adv Physical Conditioning 36.0620000	Body Sculpting 36.0560000	Adv Body Sculpting 36.0660000	Adv Weight Training 36.0640000	Weight Training 36.0540000	Exercise and Weight Ctrl 36.0550000	Physical Conditioning 36.0520000
General PE	Intro Team Sports 36.0210000	Gen Physical Education IV 36.0140000	Gen Physical Education III 36.0130000	Gen Physical Education II 36.0120000	Gen Physical Education I 36.0110000	Adv. Team Sports 36.0410000	Inter. Team Sports 36.0210000

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

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

Personal Fitness

36.0510001

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

Health

17.0010001

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

*Health and Personal Fitness are graduation requirements unless a student completes JROTC Leadership through level 3.

*Advanced Personal Fitness (36.0610001) is a 9-week elective.



Elective Courses



Each district high school offers a variety of both academic as well as true Elective courses. Additional information can always be found in the Career Planner as well as each local high school's Elective listing and/or Elective sequencing chart. A student or parent may request information about the Elective credit type courses from the counselor at the local high school.

A student who is on an IGP with no designated pathway still must select at least 3 courses from the following areas: CTAE, Fine Arts, and/or World Language.

With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the Elective course name and then, select the Elective course by clicking on the correct option from the very long listing of courses.

For any student who fails an elective course and wants to take the course again, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.

Electives are from a number of credit type areas that are in the MYAP tool. Some approved MOWR courses will also be under the Elective credit type. High school course Electives are:

English

Writer's Workshop
Journalism I, II, III and IV
Mythology
Reading Enrichment

Mathematics

All support mathematics courses are listed under the Elective credit type.

Social Studies

Current Issues
Psychology, AP Psychology
Personal Finance
Sociology
World Geography, Honors World Geography, AP Human Geography

Link for example listing of NPHS Elective courses:

http://pcsdplanner.weebly.com/uploads/5/8/6/8/58683163/nphs_elective_circle_form_2017_2018.pdf



Fine Arts Courses



Each district high school offers Fine Arts Pathway courses. Additional information can always be found in the Career Planner as well as each local high school's Fine Arts sequencing chart. A student or parent may request a Fine Arts sequencing chart from the counselor at the local high school.

A student who is on an IGP – Fine Arts graduation program will need to select three courses in the Fine Arts area. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the Fine Arts pathway course name and then, select the Fine Arts course by clicking on the correct option from the very short listing of courses.

For any student who fails a Fine Arts pathway course, then, the Academic Plan in IC will denote the course with the same number is a RETAKE course.

Visual Arts/Comp I (50.0211000) (You must successfully compete this class before you can take any other art classes.)

Visual Arts/Comp II (50.0212000)

VA/Drawing & Painting I (50.0313000) and VA/Drawing & Painting II (50.0314000)

VA/Ceramics/Pottery I (50.0411000) and VA/Ceramics/Pottery II (50.0412000)

Visual Arts/Comprehensive I

50.0211000

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

Music Career Pathways

MUSIC CAREER PATHWAY – Instrumental Focus

Students are placed in appropriate band and chorus courses based on teacher approval.

	1 st Semester 9 th Grade	2 nd Semester 9 th Grade	1 st Semester 10 th Grade	2 nd Semester 10 th Grade	1 st Semester 11 th Grade	2 nd Semester 11 th Grade	1 st Semester 12 th Grade	2 nd Semester 12 th Grade
Band	Beginning Band I	Beginning Band II	Intermediate Band I	Intermediate Band II	Advanced Band I	Advanced Band II	Mastery Band I	Mastery Band II
	53.0361000	53.0362000	53.0371000	53.0372000	53.0381000	53.0382000	53.0391000	53.0392000

Beginning Band I

53.0361000

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

MUSIC CAREER PATHWAY – Vocal Focus

	1 st Semester 9 th Grade	2 nd Semester 9 th Grade	1 st Semester 10 th Grade	2 nd Semester 10 th Grade	1 st Semester 11 th Grade	2 nd Semester 11 th Grade	1 st Semester 12 th Grade	2 nd Semester 12 th Grade
Chorus	Beginning Chorus I 54.0211000	Beginning Chorus II 54.0212000	Intermediate Chorus I 54.0221000	Intermediate Chorus II 54.0222000	Advanced Chorus I 54.0231000	Advanced Chorus II 54.0232000	Mastery Mixed Chorus I 54.0235000	Mastery Mixed Chorus II 54.0236000

Music Electives: Beginning Guitar (53.0841000), Intermediate Guitar (53.0851000)

Beginning Chorus I

54.0211000

This class, for both men and women, provides an introduction to the basics of choral music performance.

A variety of musical styles will be presented and required performances are an important part of the student's experience.

Students should specify their request for fall semester only, spring semester only, or both semesters; however, both semesters are preferred.

Beginning Choral Ensemble I

53.0710000

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

Theatre Arts Focus Pathway

	1 st Semester 9 th Grade	2 nd Semester 9 th Grade	1 st Semester 10 th Grade	2 nd Semester 10 th Grade	1 st Semester 11 th Grade	2 nd Semester 11 th Grade	1 st Semester 12 th Grade	2 nd Semester 12 th Grade
Drama/ Acting	Theatre Arts/ Fundamentals I 52.0210000	Theatre Arts/ Fundamentals II 52.0220000	Theatre Arts/ Acting I 52.0610000	Theatre Arts/ Acting II 52.0620000	Theatre Arts/ Advanced Drama I 52.0510000	Theatre Arts/ Advanced Drama II 52.0520000	Theatre Arts/ Advanced Drama III 52.0523000	Theatre Arts/ Advanced Drama IV 52.0524000
Drama/ Musical Theater	Theatre/ Fundamentals I 52.0210000	Theatre/ Fundamentals II 52.0220000	Dramatic Arts/Fundam entals III 52.0230000	Dramatic Arts/Fundam entals IV 52.0240000	Theater Arts Musical Theater I 52.0310000	Theater Arts Musical Theater II 52.0320000	Theater Arts Musical Theater III 52.0330000	Theater Arts Musical Theater IV 52.0340000
Drama/ Theater Tech	Technical Theater I 52.0410000	Technical Theater II 52.0420000	Technical Theater III 52.0430000	Technical Theater IV 52.0440000	Theater Technology I 52.0450000	Theater Technology II 52.0460000	Theater Technology III 52.0470000	Theater Technology IV 52.0480000

Visual Arts Focus Pathway

	1 st Semester 9 th Grade	2 nd Semester 9 th Grade	1 st Semester 10 th Grade	2 nd Semester 10 th Grade	1 st Semester 11 th Grade	2 nd Semester 11 th Grade	1 st Semester 12 th Grade	2 nd Semester 12 th Grade
Art/ Drawing	Visual Arts Comp. I 50.0211000	Visual Arts Comp II 50.0212000	Visual Arts Comp III 50.0213000	Visual Arts Comp IV 50.0214000	Visual Arts Drawing I 50.0311000	Visual Arts Drawing II 50.0312000	Visual Arts Drawing/Pain ting I 50.0313000	Visual Arts Drawing/Pain ting II 50.0314000
Art/ Painting	Visual Arts Comp. I 50.0211000	Visual Arts Comp II 50.0212000	Visual Arts Comp III 50.0213000	Visual Arts Comp IV 50.0214000	Visual Arts Painting I 50.0321000	Visual Arts Painting II 50.0322000	Visual Arts Drawing/Pain ting I 50.0313000	Visual Arts Drawing/Pain ting II 50.0314000
Art/ Pottery	Visual Arts Comp. I 50.0211000	Visual Arts Comp II 50.0212000	Visual Arts Comp III 50.0213000	Visual Arts Comp IV 50.0214000	Visual Arts Pottery I 50.0411000	Visual Arts Pottery II 50.0412000	Visual Arts Pottery III 50.0413000	Visual Arts Pottery IV 50.0414000



World Language Courses



Each district high school offers World Language Pathway courses in Spanish and French. Additional information can always be found in the Career Planner as well as each local high school's World Language sequencing chart. A student or parent may request a World Language sequencing chart from the counselor at the local high school.

A student who is on an IGP – World Language graduation program will need to select **three** sequential courses in one World Language. With the MYAP tool students and parents can look for the course number and title on a dropdown menu within the Academic Planner on the Portal. Also, the student may simply key the first three or four letters of the World Language pathway course name and then, select the World Language course by clicking on the correct option from the very short listing of courses.

For any student who fails a World Language pathway course, then, the Academic Plan in IC will denote that the course with the same number is a RETAKE course.

Language	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
<i>Spanish*</i>	Spanish I ** 60.0710000	Spanish II 60.0720000	Spanish III 60.0730000	Spanish IV 60.07400	Hon Spanish V 60.0750010	AP Spanish 60.0770000
<i>French</i>	French I 60.0110000	French II 60.0120000	French III 60.0130000	French IV 60.0140000		

*Spanish for Native Speakers is an option for students that qualify.

**Students with Middle School Spanish Credit take the next course which is Spanish II.

Spanish I 60.0710000

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

Spanish II
60.0720000

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

French I
60.0110000

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.

CAREER, TECHNOLOGY, AND AGRICULTURAL EDUCATION

Class of 2024 and the 17 Career Clusters

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



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

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

Career Clusters and Pathways for All High Schools

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

7. Finance			
<i>Business Accounting</i> (NPHS)	Introduction to Business & Tech. 07.4413000	Financial Literacy 07.4260000	Principles of Accounting I 07.4110000
<i>Financial Services</i> (HHS)	Introduction to Business & Tech. 07.4413000	Financial Literacy 07.4260000	Banking, Investing & Insurance 07.4130000
8. Government and Public Administration			
<i>JROTC – Air Force</i> 8 blocks of courses may be taken in this pathway (EPHS)	Aerospace Science: Leadership 100 28.0110000	Aerospace Science: Leadership 200 28.0120000	Aerospace Science: Leadership 300 28.0140000
<i>Additional courses beyond the first three are taken in this order:</i> 28.0160000 Aerospace Science: Leadership 400 28.0192000 Aerospace Science: Corps Management 28.0193000 Aerospace Science: Drill Only 28.0194000 Aerospace Science: Senior Project 28.0190000 Aerospace Science: Honors Ground School			
<i>JROTC – Army Leadership</i> 8 blocks of courses may be taken in this pathway (HHS-NPHS-PCHS-SPHS)	JROTC Army Leadership I 28.0310000	JROTC Army Leadership II 28.0320000	JROTC Army Leadership III 28.0330000
<i>Additional courses beyond the first three are taken in this order:</i> 28.0340000 JROTC Army Leadership Ed 4 28.0350000 JROTC Army Leadership Ed 5 28.0360000 JROTC Army Leadership Ed 6 28.0370000 JROTC Army Leadership Ed 7 28.0380000 JROTC Army Leadership Ed 8			
9. Health Science			
<i>Therapeutic Services – Allied Health and Medicine</i> (EPHS-PCHS)	Intro to Healthcare Science 25.5210000	Essentials of Healthcare 25.4400000	Allied Health and Medicine 25.4370000
<i>Therapeutic Services – Biotechnology Research and Development</i> (PCHS)	Intro to Healthcare Science 25.5210000	Essentials of Biotechnology 25.5700000	Application of Biotechnology 25.5690000
<i>Therapeutic Services – Patient Care</i> (HHS-NPHS-PCHS-SPHS-PCCA)	Intro to Healthcare Science 25.5210000	Essentials of Healthcare 25.4400000	Patient Care Fundamentals 25.4360000
<i>Therapeutic Services – Sports Medicine</i> (HHS-NPHS-PCHS)	Intro to Healthcare Science 25.5210000	Essentials of Healthcare 25.4400000	Sports Medicine 25.4460000
10. Hospitality and Tourism			
<i>Culinary Arts</i> (EPHS-NPHS-PCHS-SPHS)	Intro to Culinary Arts 20.5310000	Culinary Arts I 20.5321000	Culinary Arts II 20.5331000
<i>Sports & Entertainment Mkt</i> (NPHS)	Marketing Principles 08.4740000	Intro to Sports & Entertainment Marketing 08.4780000	Adv Sports & Entertainment Marketing 08.4850000
11. Human Services			
<i>Personal Care Services (Cosmetology)</i> (EPHS-HHS-NPHS-PCHS-SPHS)	Intro to Personal Care Services 12.5440000	Cosmetology II 12.4100000	Cosmetology III 12.4110000


12. Information Technology			
<i>Web and Digital Design</i> (EPHS-HHS-NPHS-PCHS)	Intro to Digital Technology 11.4150000	Digital Design 11.4510000	Web Design 11.4520000
<i>Cybersecurity</i> (PCCA)	Introduction to Digital Technology 11.4150000	Introduction to Cybersecurity 11.4810000	Advanced Cybersecurity 11.4820000
13. Law, Public Safety, Corrections, and Security			
<i>Law Enforcement Services- Criminal Investigations</i> (HHS-NPHS-PCHS-SPHS)	Intro to Law, Public Safety, Corrections, & Security 43.4500000	Criminal Justice Essentials 43.4510000	Criminal Investigations 43.4530000
14. Manufacturing			
<i>Mechatronics</i> (PCCA)	Introduction to Mechatronics -- DC Theory, Pneumatic Systems, and Programmable Logic Controllers 21.4620000	AC Theory, Electric Motors, and Hydraulic Systems 21.4630000	Semiconductors, Mechanical Systems, and Pump and Piping Systems 21.4640000
15. Marketing			
<i>Marketing and Management</i> (EPHS-NPHS-SPHS)	Marketing Principles 08.4740000	Marketing & Entrepreneurship 08.4410000	Marketing Management 08.4420000
16. Science, Technology, Engineering, and Mathematics			
<i>Engineering Drafting and Design</i> (HHS)	Introduction to Drafting and Design 48.5410000	Survey of Engineering Graphics 48.5420000	3-D Modeling and Analysis 48.5430000
17. Transportation, Distribution, and Logistics			
<i>Automobile Maintenance and Light Repair</i> (EPHS-HHS-NPHS-PCHS- SPHS)	Basic Maintenance and Light Repair 47.5310000	Maintenance and Light Repair II 47.5321000	Maintenance and Light Repair III 47.5331000

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

Important: Class of 2024 students or any high school student beginning a pathway will take the first course in the 17 Career Cluster and Pathway area of interest.

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

PERSONAL CARE SERVICES - COSMETOLOGY PATHWAY



HUMAN SERVICES

**PERSONAL CARE SERVICES
COSMETOLOGY
PATHWAY**

Personal Care Services Cosmetology Pathway

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

Top Career Choices

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

Requirements:

COSMETOLOGIST: 1500 Hours, Apprenticeship 3000 Hours

HAIR DESIGN: 1325 Hours, Apprenticeship 2650

ESTHETICIAN: 1000 Hours, Apprenticeship 2000 Hours

NAIL TECHNICIAN: 525 Hours, Apprenticeship 1050 Hours

Additional Career Choices

- Barber Stylist
- Chemical Texture Specialist
- Color Specialist Chemist
- Cosmetologist
- Cutting Specialist
- Editorial Specialist
- Esthetician
- Hair Color Specialist
- Hairstylist
- Make-up Artist
- Master Cosmetologist
- Nail Technicians
- Permanent Wave Technician
- Platform Artist
- Receptionist
- Salon Owner
- Shampoo Tech
- Wig Stylist

Pathway Concentration Courses

12.54400 • Introduction to Personal Care Services

12.41000 • Cosmetology Services II

12.41100 • Cosmetology Services III

Recommended Courses

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

Post-Secondary Degrees, Diplomas, and Certificates

Technical Colleges

- Cosmetology Instructor License
- Cosmetology License
- Master Cosmetology License

Colleges/Universities

- Cosmetology

Career and Technical Student Organizations

- SkillsUSA

1. Agriculture, Food, and Natural Resources

Animal Systems

Plant Systems

Basic Agriculture Science - 02.4710000

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

2. Architecture and Construction

Architectural Drawing & Design

Introduction to Drafting and Design - 48.5410000

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

Carpentry

Electrical

Industry Fundamentals and Occupational Safety – 46.5450000

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

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

3. Arts, A/V Technology and Communications

Graphics Design

Graphic Communications

Intro to Graphic Design – 48.5610000

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

4. Business Management and Administration

Business and Technology

Entrepreneurship

Introduction to Business and Technology – 07.4413000

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

Small Business Development

Introduction to Business and Technology – 07.4413000

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

5. Education and Training

Teaching as a Profession, *Not offered in 9th grade*

Examining the Teaching Profession – 13.0110000

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

6. Energy

Foundations of Energy Technologies – 49.53700

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

7. Finance

Introduction to Business and Technology – 07.4413000

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

8. Government and Public Administration

JROTC Air Force

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

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

JROTC Army

JROTC Army Leadership Education I – 28.0310000

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

9. Healthcare Science

Therapeutic Services – Allied Health and Medicine

Biotechnology Research and Development

Therapeutic Services – Patient Care

Therapeutic Services Physical Medicine-Sports Medicine

Introduction to Healthcare Science – 25.5210000

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

10. Hospitality and Tourism

Culinary Arts

Introduction to Culinary Arts – 20.5310000

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

Sports and Entertainment Marketing

Marketing Principles – 08.4740000

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

11. Human Services

Personal Care Services -- Cosmetology

Introduction to Personal Care Services – 12.5440000

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

12. Information Technology

Web and Digital Design and Cybersecurity

Introduction to Digital Technology – 11.4150000

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

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

13. Law, Public Safety, Corrections, and Security

Law Enforcement Services

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

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

14. Manufacturing

Mechatronics

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

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

15. Marketing

Marketing and Management

Marketing Principles –08.4740000

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

16. Science, Technology, Engineering, and Mathematics

Engineering Drafting and Design

Introduction to Drafting and Design – 48.5410000

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

17. Transportation, Distribution, and Logistics

Automobile Maintenance and Light Repair

Basic Maintenance and Light Repair – 47.5310000

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

~~~~STUDY SKILLS~~~~

(Selected Students/Teacher Approval)

Study Skills - 35.8610000

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

BRIDGE Advisement for Class of 2024 High School Course Offerings and the MYAP Tool for 2019-2020

Please refer not only to the information in HS 101, but also each high school's MYAP Course Sequencing documents. Utilize the Career Planner for course information regarding high school core and elective courses. There need to be 4 Electives in priority order in Section 2 for grade 9 of the BRIDGE Graduation Plan.

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

Use the Multi-Year Academic Planner Page on the Counseling Information website to review credit category types. The link is:

<https://counseling.paulding.k12.ga.us/index.php/academic/multi-year-academic-planner/>

This information is used for 8 credits worth of courses each school year.

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

ONLINE COURSE OPPORTUNITIES FOR DISTRICT STUDENTS

As district students plan for high school courses during the 8th grade year, students may consider completing one or more online/virtual courses. Below is the Senate Bill 289 information. For the summer of 2019, parents and students will have a registration process during the months of April, May, June and early July for the 2019-2020 school year. The link to the GADOE Clearinghouse is provided below. District students have the opportunity to complete a course via the district-approved online resources that are available in the school district. School counselors have online information available for students and parents. Any student who requests an online course must have an advisement opportunity provided by his/her school counselor regarding the online request in July or early August.

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

Senate Bill 289 General Information

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

REQUEST FOR ONLINE COURSES

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

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

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

To facilitate the process of registration, we will accept an electronic application beginning April 1, 2017 through mid-July 2018. This registration window will be for courses to be taken during the 2017-2018 school year. There will be an application window open each spring for each subsequent year.

ONLINE CLEARINGHOUSE

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

REQUEST ONLINE COURSES

<https://intranet.paulding.k12.ga.us/Forms/SB289/>



PAULDING COLLEGE AND CAREER ACADEMY

Paulding College and Career Academy opened its' doors in the Fall of 2019. Students attending PCCA will be able to graduate with more than a high school diploma. They will be given opportunities to participate in Dual Enrollment through several post-secondary partners and gain career knowledge through Work-Based Learning/Apprenticeship programs with business and industry partners. Through these experiences, students will acquire the skills, experiences and connections needed to successfully transition directly into either a post-secondary or career environment. PCCA will give students the opportunity to develop skills that will be essential to meet the needs of business and industry in our community and prepare them for careers that they can begin immediately upon graduation.

The Career Pathway chart that begins on page 40 has the specific courses for these pathways:

Career Pathways offered at PCCA include:

- ♦ Healthcare - Patient Care Tech
- ♦ Manufacturing - Mechatronics
- ♦ Energy - Lineman focus
- ♦ IT—Cybersecurity



Each of these pathways has been identified as
"High Need" both for Paulding County and the
State of Georgia.

HVACR Electrical Pathway

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

Industry Fundamentals and Occupational Safety – 46.5450000

Introduction to HVACR Systems -- 47.4140400

Low Voltage Electrical — 47.4160400

Application and requirement information will be available 2nd semester.

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

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

Parent and Student Handbook Link:

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



PAULDING VIRTUAL ACADEMY

Paulding Virtual Academy Mission

The mission of the Paulding Virtual Academy at New Hope Education Center is to provide an individualized blended learning program to serve students in a non-traditional, focused environment emphasizing career skill development and building post-secondary connections required for future success. This mission will support our district's vision of success for every student today and tomorrow.

WHAT IS PAULDING VIRTUAL ACADEMY

The Paulding Virtual Academy will offer students the opportunity to use teacher supported, technology-based courses to earn new high school credit, recover credit, continue coursework, or accelerate their progression through high school and into college level course. Students will have the opportunity to master skills in required courses at their own pace and under an individualized plan that will be developed when they enter the program. Students will utilize technological tools including collaboration with experts in their field, virtual field trips, publishing work to outside audiences, and authentic learning opportunities through web-conferencing and discussion boards. There will be emphasis on connecting learning to real world applications. While participating in PVA activities, students will be supported by an instructor that will

have access to valuable student data to make better informed instructional decisions for each individual student. Students at PVA will remain connected to their high school and continue eligibility to participate in athletics, clubs, JROTC, band and all other extra-curricular activities. Students will also be eligible to participate in graduate activities at their high school when all DOE graduation requirements have been met.

WHY DID THE DISTRICT DECIDE TO DEVELOP PVA?

Paulding County School District recognizes the changing educational landscape and the increasing use of technology to supplement and/or provide education. The district also recognizes that student learning styles vary and that the brick and mortar style of education may not maximize the potential of all students. Some students may wish to accelerate their academics and participate in dual enrollment. Other students may find the brick and mortar school building overwhelming and thereby difficult to focus. PVA is designed to serve students of all academic abilities.

PAULDING VIRTUAL ACADEMY PARTNERS

We have connected with community partners to support students at the Paulding Virtual Academy at New Hope Education Center that will meet the many diverse needs of students in our district. These partners will assist us in bringing about a significant change in the way that instruction is delivered to PVA students and how they plan for their future. Kennesaw State University, Georgia Highlands College and Chattahoochee Technical Institute have committed to help students plan their transition from Paulding Virtual Academy into post-secondary academic institutions in a variety of ways, including having staff onsite at NHEC to assist students with admission applications and financial aid forms. Additionally, they will provide assistance in helping students with career planning and introduction into certification programs for those who do not desire or require a college degree for their career plans. These relationships will be further expanded to include dual enrollment opportunities on site at the New Hope Education Center Campus in the near future.

TEST-OUT COURSE OPPORTUNITIES FOR DISTRICT STUDENTS

As district students and parents consider the test-out option for up to three credits during high school, the information from the Georgia Department of Education below must be reviewed. This opportunity is only available for End-of-Course (EOC) assessment courses. An 8th, 9th, 10th, 11th or 12th grade student who meets the qualifications may request to test during a designated EOC testing opportunity. District test-out opportunities dates are published annually and are offered to district students for one or more of the EOC course tests. Only 3 credits can be earned at this time via this process. School counselors provide specific information when it is made available each school year.

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

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



CAREER DEVELOPMENT

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

These are the standards for this section:

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

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

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

(Source: The American School Counselor Association National Model)

School counselors will assist you with the fountain of information that is available for students and for parents to assist students in making plans after high school. Counselors assist students in utilizing the Georgia Career Information System (web-based) that students log into via their IC Portal, completing items on the BRIDGE Advisement checklist, and utilizing a variety of other tools to focus on career interests. YouScience is a career interest inventory tool that is utilized in the 10th grade to assess abilities and interests. The results of this assessment are used in 10th, 11th, and 12th grades by students and counselors. Counselors help students develop a BRIDGE Advisement educational and career plan while assisting students in their assessment of abilities, interests, goals and plans after high school. A student might take advantage of one or more of these options:

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



Have a career plan in mind the entire time you are in high school. Whichever route you take after high school, be certain what you are doing in high school will support your career plan! After you have taken the YouScience assessment look at both what you are interested in as well as the career areas in which you have strong abilities. Use the Senior Capstone Project to completed in-depth research about one career choice!

PLANS of STUDY and Pathway Completion

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

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

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

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

THINKING ABOUT COLLEGE?



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

Criteria for College Admissions

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

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

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

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

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

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

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

<https://counseling.paulding.k12.ga.us/>

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

<https://counseling.paulding.k12.ga.us/index.php/academic/act-sat-testing/>



Paulding Counseling

Counseling Resources Paulding County School District

Overview	Academic ▾	Career ▾	Personal/Social ▾
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Paulding Counseling > Academic Resources > ACT/SAT Testing

ACT/SAT Testing

ACT/SAT Testing Resources

- ACT and SAT Information
- The New SAT, What You Need to Know!

Important Links

- ACT Registration
- FREE SAT Practice-Khan Academy & The College Board
- PSAT
- PSAT 8/9
- SAT Registration/The College Board

COLLEGE ADMISSIONS

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

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

University System of Georgia’s Colleges and Universities Link with Freshman Admission Requirements:
https://www.usg.edu/assets/student_affairs/documents/USG_Admission_Requirements.pdf

Research, Comprehensive and State Universities and Colleges are on the above link.

GAfutures has a search tool for colleges based on Test Score and GPA Requirements.
 Link: <https://www.gafutures.org/college-search>

CALCULATING GRADE POINT AVERAGE

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

SAT, ACT TESTS AND TEST PREPARATION



SAT

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

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

IMPORTANT IMPORTANT IMPORTANT IMPORTANT

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

ACT

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

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

Summary of HOPE Scholarship Information

HELPING OUTSTANDING PUPILS EDUCATIONALLY

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

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

HOPE SCHOLARSHIP ELIGIBILITY

<https://www.gafutures.org/hope-state-aid-programs/>

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

HOPE Scholarship Award Limits

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

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



ZELL MILLER SCHOLARSHIP ELIGIBILITY

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

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

HOPE GRANT

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

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

CLASS OF 2024 HOPE RIGOR REQUIREMENTS

Listing of Courses link:

<https://www.gafutures.org/media/113414/rigor-course-list-july-2016.pdf>



MINIMUM REQUIREMENTS BY INSTITUTIONAL LEVEL

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

Research Universities

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

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

Regional Universities

Georgia Southern, Valdosta State

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

State Universities and Senior Colleges

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

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

Two-Year Colleges

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

- 17 Core Units are required.

Technical Colleges

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

- 15 Core Units

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

BRIDGE ADVISEMENT AND CAREER PLANNING

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

BRIDGE Advisement Plan, Page 1

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

Class of 2023 and Thereafter Advisement Plan (BRIDGE Graduation Plan)

Paulding County School District
Mission Possible: Graduation and Beyond

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

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

Revised 9/13/2018

High School-Copy 1

Parent/Student-Copy 2

User Name for IC Portal for Student: Student Number
Password: Same Password used for Network, IC Portal, and/or Canvas
Very Important: Student keeps this user name and password through high school.

Georgia's HOT Careers to 2026

The careers in this chart have it all!

Occupational Characteristics	Work Activities		Skills and Abilities		Skills and Abilities																2017 Median - Georgia Wage Survey	2016-26 Annual Openings
	● frequently found	○ occasionally found	● advanced skills required	○ moderate skills required	Critical Thinking/Problem Solving	Judgment & Decision Making	Service-Oriented Postsecondary Learning/Reading	Oral Expression/Communication	Development/Conceptualization	Reasoning/Problem Solving	Written Expression/Communication	Ability & Caring for Others	Complexity/Technology & Teaching Ability	Control/Machinery/Equipment Operation	Interactivity/With Computers	Motor Processes/Manual Dexterity	Process/Manual/Handle-Move Objects	Schedule/Coordinate/Plan & Prioritize Work	Thinking Creativity			
Bachelor's degree continued																						
Logisticians	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$73,400	580	
Management Analysts	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$96,900	2,650	
Market Research Analysts & Marketing Spec	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$64,200	2,500	
Marketing Managers	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$138,600	730	
Mechanical Engineers	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	\$83,700	430	
Medical & Health Services Managers	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$109,100	840	
Middle Sch Teachers, Exc Spec & Career/Tech Ed	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$57,100	2,420	
Personal Financial Advisors	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$124,000	680	
Producers & Directors	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$77,000	550	
Public Relations Specialists	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$58,200	620	
Registered Nurses	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	\$65,600	5,410	
Sales Managers	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$130,800	1,580	
Secondary Sch Teachers, Exc Spec & Career/Tech Ed	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$57,100	2,220	
Software Developers, Applications	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	\$103,000	2,300	
Training & Development Specialists	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$62,300	1,120	
Associate's degree																						
Dental Hygienists	○	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	\$66,100	540	
Paralegals & Legal Assistants	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$53,600	1,060	
Postsecondary non-degree award																						
Aircraft Mechanics & Service Technicians	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$70,000	800	
Some college, no degree																						
Computer User Support Specialists	●	●	●	●	○	●	●	●	●	●	○	○	●	●	●	●	●	●	●	\$54,200	1,930	
High school diploma or equivalent																						
Automotive Body & Related Repairers	○	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	\$51,500	620	
Electrical Power-Line Installers & Repairers	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	\$51,000	630	
Supers of Construction Trades & Extraction Workers	●	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	\$62,400	1,590	
Supers of Helpers, Laborers, & Material Movers, Hand	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$51,600	1,010	
Supers of Mechanics, Installers, & Repairers	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$63,500	1,460	
Insurance Sales Agents	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$67,800	1,630	
Production, Planning, & Expediting Clerks	●	●	●	●	●	●	●	●	●	●	○	○	●	●	●	●	●	●	●	\$48,900	1,290	
Property, Real Estate, & Community Assoc Mgrs	●	●	○	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	\$86,700	700	
Sales Reps, Services, All Other	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	\$58,800	4,050	
Sales Reps, Wholesale & Mfg, Exc Tech & Scientific Products	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$63,600	6,590	

Fast job growth ✓ Above average wages ✓ At least 400 expected annual job openings

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Email: Workforce_Info@gdol.ga.gov

GEORGIA'S STEM Careers to 2026

Science | Technology | Engineering | Mathematics

Knowledge Understanding of principles and facts of subject matter ● full knowledge required ○ some knowledge required Education Typical education needed to enter an occupation Hot jobs have faster than state annual average job growth, above the state annual average wage, and have at least 400 annual openings.	Knowledge																Education		Occupational Characteristics					
	Administration and Management	Biology/Chemistry	Design/Build and Construction	Design/Customize and Personalize	Science/Communications and Media	Computers and Electronics	Business and Accounting	Education and Training	Engineering and Technology	English Language	Law and Govt./Public Safety and Security	Mathematics	Mechanical/Production and Processing	Medicine and Dentistry	Personal and Human Services	Physics	Psychology/Sociology and Anthropology	Theory/Consulting	Doctoral or Professional Degree	Master's Degree	Bachelor's Degree	HS Diploma/Assoc. Degree/Some College	2017 Edition - Georgia Wage Survey	2016-26 Annual Openings
Life and Physical Science, Engineering, Mathematics, and Information Technology Occupations																								
Aerospace Engineers			○			●		●	●		●	●									✓	\$112,400	240	
Civil Engineering Technicians		●				●		●	●	○	●										✓	\$47,800	190	
Civil Engineers Hot	●	●	○			●	●	●	●	○	●			●							✓	\$90,200	880	
Computer & Information Systems Managers Hot	●		○			●	●	●	●		●			●							✓	\$138,800	1,040	
Computer Network Architects			○	○	○	●		●	●		●										✓	\$117,200	350	
Computer Network Support Specialists	●		○	●	●	●		●	●		●										✓	\$73,100	580	
Computer Occupations, All Other Hot	●	○	○	●	●	●		●	●		●					○					✓	\$88,200	920	
Computer Systems Analysts	●		○			●		●	●		●										✓	\$93,500	1,150	
Computer User Support Specialists Hot			○	●	●	●		●	●		●										✓	\$54,200	1,930	
Database Administrators			○	●	●	●		●	●		●										✓	\$89,600	350	
Electrical & Electronics Engineering Techs			○	○		●		●	●		●	●				●					✓	\$60,200	360	
Electrical Engineers			○			●		●	●		●	○				●					✓	\$90,400	340	
Electronics Engineers, Exc Computer			○	○	○	●		●	●		●	●									✓	\$93,700	400	
Engineers, All Other	●	●	○	○	○	●		●	●	○	●					●					✓	\$92,100	230	
Environmental Engineers	●	●	○	○		●		●	●		●	○				●					✓	\$68,200	140	
Industrial Engineers Hot	●		○	○		●		●	●		●	●									✓	\$82,800	580	
Information Security Analysts	●		○	●	●	●		●	●	○	●										✓	\$91,000	210	
Mechanical Engineers Hot	●	○	○	●		●		●	●		●	●				●					✓	\$83,700	430	
Medical Scientists, Exc Epidemiologists	●	●				●		●	●		●	●	●					✓				\$64,000	150	
Network & Computer Systems Administrators	●					●		●	●		●	●									✓	\$88,200	750	
Operations Research Analysts	●					●		●	●		●	○									✓	\$64,300	240	
Sales Reps, Wholesale & Mfg, Tech & Scientific Products	●		○			●		●	●		●	○									✓	\$88,000	1,040	
Software Developers, Applications Hot			○	○		●		●	●		●	●									✓	\$103,000	2,300	
Software Developers, Systems Software			○	○	○	●		●	●		●	●									✓	\$98,600	970	
Statisticians						●		●	●		●	●							✓			\$87,200	100	
Surveying & Mapping Technicians			●	○		●		●	●		●	●									✓	\$41,100	240	
Web Developers			○	○	○	●		●	●		●	●									✓	\$78,200	350	
Health Occupations																								
Dental Hygienists Hot			○	○				●	●							○					✓	\$66,100	540	
Dentists, General	●	○	○			●	●	●				●	●			○		✓				\$176,100	160	
Diagnostic Medical Sonographers			○			●		●	●		●	●			○	○					✓	\$63,400	140	
Emergency Medical Techs & Paramedics	●	●	●	○		●		●	●		●	●			○	●					✓	\$32,400	780	
Family & General Practitioners	●		○			●		●	●		●	●			○	●		✓				\$213,800	180	
Health Diagnosing & Treating Practitioners, All Other	●	●	●			●		●	●		●	●				●	●	✓				\$103,500	190	



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GEORGIA'S STEM Careers to 2026

Science | Technology | Engineering | Mathematics

Knowledge Understanding of principles and facts of subject matter ● full knowledge required ○ some knowledge required	Knowledge																Education		Occupational Characteristics						
	Administration and Management	Biology/Chemistry	Design/Build and Construction	General/Customer and Personal Svc	Health/Communications and Media	Computers and Electronics	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Law and Govt/Public Safety and Security	Mathematics	Mechanical/Production and Processing	Medicine and Dentistry	Physical and Human Sciences	Physics	Psychology/Sociology and Anthropology	Therapy/Counseling	Doctoral or Professional Degree	Master's Degree	Bachelor's Degree	MS Diploma/Assoc Degree/Jones College	2017 Salary - Georgia Wage Survey	2016-18 Annual Openings	
Health Occupations Continued																									
Health Technologists & Technicians, All Other	●	○	●	●	●	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	✓	\$42,200	340
Internists, General	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	●	●	●	✓	\$255,200	90
Licensed Practical & Licensed Vocational Nurses	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$40,700	2,250
Med & Clinical Laboratory Technicians	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$36,700	430
Med & Clinical Laboratory Technologists	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$58,600	370
Med Records & Health Information Techs	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$38,900	450
Nurse Practitioners ^{Hot}	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$101,900	420
Nursing Instructors & Teachers, Postsec	●	●	●	○	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$65,400	110
Occupational Therapists	○	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	✓	\$83,100	240
Pharmacists	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	✓	\$117,600	510
Pharmacy Technicians	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$29,400	1,170
Physical Therapists ^{Hot}	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$86,800	410
Physician Assistants ^{Hot}	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	✓	\$100,800	400
Physicians & Surgeons, All Other ^{Hot}	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	✓	\$224,300	440
Radiologic Technologists	○	●	●	●	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$52,600	360
Registered Nurses ^{Hot}	○	○	○	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$65,600	5,410
Respiratory Therapists	●	○	○	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$55,200	310
Speech-Language Pathologists	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$74,100	260
Surgical Technologists	●	○	○	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$41,900	350
Veterinarians	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$86,900	120
Veterinary Technologists & Technicians	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$31,000	310
Architecture Occupations																									
Architects, Exc Landscape & Naval	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	✓	\$98,300	250
Architectural & Civil Drafters	●	●	○	●	●	●	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$53,800	300
Architectural & Engineering Managers	●	○	○	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$138,100	370
Landscape Architects	●	○	●	○	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$71,400	90
Social Science Occupations																									
Clinical, Counseling, & School Psychologists	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$83,400	230
Economists	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$105,100	30
Political Science Teachers, Postsec	●	○	○	○	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$76,400	40
Psychology Teachers, Postsec	●	○	○	○	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$68,700	70
Social Science Research Assistants	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$46,400	100
Social Scientists & Related Workers, All Other	●	●	○	○	○	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●	●	●	✓	\$68,000	130
Urban & Regional Planners	●	○	○	○	○	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●	●	●	✓	\$56,800	50

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CAREER INTERESTS - IT'S ALL ABOUT YOU

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

Name 3 careers that are of interest to you:

- 1) _____
- 2) _____
- 3) _____

Knowing more about you is especially important at this point in your education career. Even before you finish your 8th grade year, you will be given many choices and asked to make several decisions about ninth grade and beyond. Before you can begin making those decisions, though, you need to know your options.

“The secret of success in life is for a man to be ready for his opportunity when it comes.”
Benjamin Disraeli

CAREER CLUSTERS/PATHWAYS AND YOUR INTERESTS

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

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

A CLOSER LOOK AT CTAE PATHWAYS

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

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

Pathway #1 _____

Pathway Concentration Courses:

Recommended courses:

Post-secondary degrees, diplomas & certificates:

Technical colleges: _____

Colleges & Universities: _____

Clubs & Organizations: _____

Pathway #2 _____

Pathway Concentration Courses:

Recommended courses:

Post-secondary degrees, diplomas & certificates:

Technical colleges: _____

Colleges & Universities: _____

Clubs & Organizations: _____

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

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

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

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

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

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

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

Important electives information to reflect on:

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

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

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

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

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

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

Questions to consider:

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

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

If YES, name that pathway: _____

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

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



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

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

When reviewing and completing the BRIDGE Advisement Graduation Plan (Page 1) it is important to consider Dual Enrollment options particularly as you update your plan during the 9th, 10, and 11th grade years.

Dual Enrollment Program:

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

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

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

Dual Enrollment Program **I'm interested in Dual Enrollment ... Now what???**

1. **Decide where you want to be involved with the Dual Enrollment program.** Use this Dual Enrollment link to research postsecondary institutions and course offerings: <https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/move-on-when-ready/> Most of our district students attend the following institutions, but you are not limited to these:
 - a. Chattahoochee Technical College – <http://www.chattahoocheetech.edu/deadmissions/>
 - b. Georgia Highlands College – <https://www.highlands.edu/how-do-i-apply/dual-enrollment/>
 - c. Kennesaw State University – <http://admissions.kennesaw.edu/apply/dehp.php>
 - d. University of West Georgia – www.westga.edu/dualenroll

2. **Research and Think about the Decision:** It is important to research your program of interest to get all information regarding admission requirements, honors programs, course offerings, etc. Be sure to note postsecondary checklists of what to do. Be thinking about how many classes you would like to take at the high school and how many you would like to take at the college. If you want to be a full-time college student, you must take at least four (4) three-hour college courses and a minimum of 12 college hours. Anything less, you will have to fill your remaining schedule with high school courses at your home high school or take online courses through the Paulding Virtual Academy program.
3. **Take the SAT, ACT, or Accuplacer.** Different programs require different tests for admissions. You must take the test and have the scores sent to the desired institution. Test results must be received by the college by the application deadline.
 - a. **SAT** – www.collegeboard.org
 - b. **ACT** – www.act.org
 - c. **Accuplacer** – <http://www.chattahoocheetech.edu/testing-placement-scores/>
4. **Apply to your school of choice.** Once you know where you want to go, apply through that school’s website.
 - a. There may be an application fee.
 - b. Sometimes a counselor advisement conference and/or signature is required as part of the application process. Thus, please schedule an appointment with your high school counselor to complete necessary paperwork. **Please do not wait until the day before the deadline as you may not be able to see your counselor that quickly.**
5. **Complete Pre-Registration Meeting:** Once you have completed admissions requirements and are accepted by your chosen institution, you must either attend the DE Pre-Registration Night that is held at your school with your parent/guardian, or you must watch the narrated PowerPoint on the district website that goes through the basics of Dual Enrollment and the paperwork needed to participate. This meeting will specifically cover the *DE Participation & Advisement Agreement (aka Form 1)* that is needed to participate in DE.

- a. **If you cannot make it to your own school’s meeting, you can attend another meeting at a local school.**

High School	Date of DE Meeting	Time
East Paulding High School	February 10, 2020	6:30pm
Hiram High School	October 28, 2019	6:30pm
North Paulding High School	February 3, 2020	6:30pm
Paulding County High School	February 6, 2020	6:00pm
South Paulding High School	October 15, 2019	2:30pm

6. **Meet with your counselor** to fill out necessary paperwork and to discuss courses for your upcoming semester at college. **DE Participation & Advisement Agreement** (aka Form 1) is a required district document.
7. **Deadlines:** Please make sure you are aware of the college admission deadline as well as your high school deadline. Most often college admission deadlines come **before** the district deadlines, but you must schedule an appointment with your counselor to review acceptance documents and procedures before the district high school deadline. If you do not, the counselor may not be able to complete your necessary paperwork in time. School district deadlines for the school year are:

High School DE Deadlines	
Summer Term: HS Deadline: FY19 -- April 26, 2019	Spring Semester HS Deadline: FY20 – December 6, 2019
Fall Semester: HS Deadline: FY19 – July 19, 2019	Summer Term HS Deadline: FY20 -- April 24, 2020

Visit PCSD Counselor web page for additional information.

<http://www.paulding.k12.ga.us/Page/23177>

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

- ◆ **Required SAT/ACT or other testing has been completed or is scheduled.**
- ◆ **Academic Rigor**-Understanding that DE courses will be rigorous courses.
- ◆ **Attendance**-Recognizing the importance of attending all classes.
- ◆ **Career Goal**-Selecting courses not only based on high school graduation requirements but also with career interests in mind.

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

A	95
B	85
C	75
D	70
F	69

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

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

https://apps.gsfc.org/securenextgen/dsp_accel_course_listings.cfm

Dual Enrollment District Information Summits

Fall Summit: 9/10/2019, PCHS, 6pm to 7pm
Spring Summit: 2/13/2020, HHS, 6pm to 7pm

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

Other Terms to Know

Articulated Credit:

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

Joint Enrollment/HOPE:

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

SENIOR CAPSTONE PROJECT

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

Goals of Project

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

Four Components of the Capstone Project

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

1. Research Paper

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

2. Portfolio

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

3. Mentor

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

4. Student Presentation

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

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



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

REQUIREMENTS FOR WBL

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

EMPLOYABILITY SKILL DEVELOPMENT (ESD)

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

INTERNSHIP

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

COOPERATIVE EDUCATION (CO-OP)

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

YOUTH APPRENTICESHIP (YAP)

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

MAKING A PLAN

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

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

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

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

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

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

INCREASE YOUR CHANCES FOR HIGH SCHOOL SUCCESS

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

- ✓ **Make up your mind now to finish eighth grade in good academic standing.** You not only need to do well in your classes, but you must also do well on the CRCT.
- ✓ **Remember that your high school GPA is important!** Your grade point average determines whether you will be able to participate in sports and some other after school activities. It also affects college acceptance and eligibility for HOPE and other scholarships.

- ✓ **Don't forget to ask for help.** High school courses are designed to prepare you for college; they will be challenging. Your teachers are there to help you, but you will have to ask if you don't understand the material. They are good in their subject area, but teachers cannot read your mind!

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

Short-term (immediate) Goals:

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

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

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

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

Intermediate Goals (2-5 years):

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

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

MORE ABOUT HIGH SCHOOL COURSES for the NINTH GRADE YEAR

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

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

- 2) In what grades are Advanced Placement (AP) English courses available? _____
- 3) What are your choices for 9th grade math? _____
- 4) What social studies choices will you have in 9th grade? If you take a social studies course in 9th grade, is that course a core or elective course?

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

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

8) What other electives interest you?

This is a LOT of information about a LOT of courses! You need to spend some time thinking about and exploring your choices. If you are not sure which courses you should take, talk to your parents, your 8th grade teachers, and/or your middle school counselor. Visit the district website under Counseling Information and/or the website for the high school where you will attend.

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

FINALIZING YOUR BRIDGE PLAN

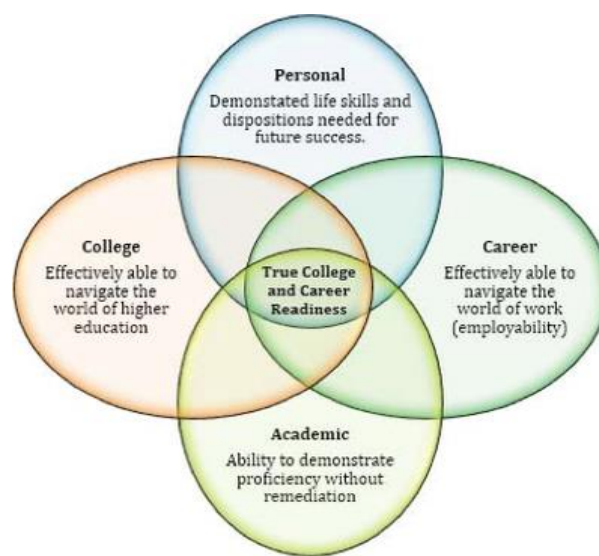
With your career goals in mind, make your course requests and update the BRIDGE Advisement Graduation Plan.

Remember to choose electives that will further your career choice. Remember to consider if you want to be a *Dual Enrollment Program* student during your high school years. Once you are admitted, you will alter your plan during your high school years.

As you review the plan for grades 9-12, remember that you must have four English/Language Arts, four math, four science, and three social studies along with ½ health and ½ physical education. You must add a minimum of two World Language courses in the same world language, if you plan to seek college admission.

Finally, we're going to look at the big picture to make sure that you are getting all of your required units. After completing it on paper, you need to go to the IC Portal using the MYAP Tool and enter this information (Individual Graduation Plan).

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



HELPFUL WEBSITES

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

www.knowhow2go.org/middle_ready.php
www.aie.org/students/
www.vaview.org
www.driveofyourlife.org
www.breitlinks.com/careers/career_activities.htm

WEBSITES for the 21st CENTURY GRADUATE

College Information

<http://www.act.org> provides information on the ACT and will allow you to register online.
<http://www.collegeboard.com> provides information on the SAT and will allow you to register online.
<http://www.GAfutures.org> is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid.
http://www.gcic.peachnet.edu/Content/service_gcis.aspx is an online, interactive tool that helps students K-12th grades explore careers as well as college and scholarship information.
<http://www.petersons.com> is Peterson's Guide to Colleges and Universities.
http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html# provides the NCAA Eligibility Guide

Career Information

<http://collegeboard.com> offers Career Browser.
http://www.gcic.peachnet.edu/Content/service_gcis.aspx provides career interest inventory and results information.
<http://www.bls.gov/ooh/> is the Occupational Outlook Handbook.
<http://todaysmilitary.com/> is the Military Career Center.

Scholarship/Financial Aid Information

<http://www.college-scholarships.com> is an all-purpose college and scholarship information site which includes links to nine free internet scholarship search data bases, links to college websites and online applications, college admissions office email addresses and (mostly toll free) phone numbers, ACT and SAT prep information, and much, much more. The site has been the recipient of more than 25 internet awards and receives more than 150,000 visits each month.
<https://fafsa.ed.gov/> is a federal government site for student financial assistance. There is a link to the U.S. Department of Education FAFSA (Free Application for Federal Student Aid). Remember no completed FAFSA application during the spring semester of your senior year means NO HOPE.
<http://www.fastweb.com> is the largest on-line scholarship search service.
<http://www.GAfuture.org> is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid.
<http://www.guaranteed-scholarships.com> lists and describes scholarships offered by individual colleges and universities to all enrolled students meeting the specific criteria.
<http://www.gsfc.org> provides complete HOPE program eligibility requirements and provides answers to questions about this program.
http://www.gcic.peachnet.edu/Content/service_gcis.aspx#education offers both college search information as well as scholarship search information.



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

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

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

Standard C: Students will understand safety and survival skills.

(Source: The American School Counselor Association National Model)

HOW SELF-AWARENESS HELPS YOU LEARN

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

To build your self-esteem:

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

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

- Do not be discouraged by the mistakes that you make.

- Always treat others in a kind manner.

- Be KIND to yourself.

- Believe in yourself.

- Think positively and distance yourself from negative people.

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

To build your attitude:

- Your attitude affects everything you do.

- Your attitude will either energize or drain you.

- A positive attitude opens your mind to many possibilities.

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

To increase your positive habits:

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

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

GOAL SETTING

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

GOALS WILL HELP YOU SEE YOUR PURPOSE CLEARLY!

GETTING CONNECTED TO OTHERS

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

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

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

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

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

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

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

Crisis Numbers

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

Crisis Text Line: Text HELLO to 741741

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

BULLYING PREVENTION PROGRAM

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

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

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

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

Bullying is a behavior that is:

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

The district program believes in these best practices:

- ❖ The focus is on the social climate of the school so that the learning environment is positive and norms are developed against bullying behaviors.
- ❖ Data is used to assess bullying at each school as well as at the district level to estimate the nature and prevalence of bullying.
- ❖ Through training sessions and workshops, information is shared so that both staff and

parents buy-in to support bullying prevention.

- ❖ A representative group is developed to support each school's bullying prevention activities and program plan and to assess data results.
- ❖ Training for administrators, faculty, and staff and presenting classroom guidance activities for students include the definition of bullying, the effects of bullying, how to respond when bullying is observed, how to support others to prevent bullying, and when/how to report bullying.

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

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

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

A SUCCESSFUL TRANSITION

Suggestions for Students

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

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

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

Enjoy your high school years!



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



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



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



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



South Paulding High School
1364 Winn Road
Douglasville, Georgia 30134
counselingsphs.weebly.com



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