



CURRICULUM GUIDE 2021-2022

The Georgia Department of Juvenile Justice School System

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THE DEPARTMENT OF JUVENILE JUSTICE

MISSION STATEMENT

DJJ's Mission is that the Georgia Department of Juvenile Justice transforms young lives by providing evidence-based rehabilitative treatment services and supervision, strengthening the well-being of youth and families, and fostering safe communities.

VISION

Offer youth hope and change

DJJ will lead the nation in preparing young people in its care to develop and sustain productive lives.

VALUES

DJJ staff members will strive to create and sustain an agency culture that values accountability, integrity, security, superior performance, ongoing personal growth, intellectual curiosity, innovation, teamwork, and leadership not only in our staff but also in the young people in our facilities and programs.

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Overview

“EARNING A DJJ DIPLOMA MEANS MORE THAN COMPLETING A REQUIRED COURSE OF STUDY OR FULFILLING A CERTAIN NUMBER OF HOURS AND COURSE CREDITS. A DJJ DIPLOMA SIGNIFIES ACADEMIC EXCELLENCE AND PERSONAL ACHIEVEMENT OF THE HIGHEST ORDER.” —

The Georgia Department of Juvenile Justice School System (Georgia Preparatory Academy) is established as the 181st school system in Georgia and is accredited through COGNIA/AdvancED.

The Department of Curriculum, Assessment, and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on State-adopted standards. The department also provides rigorous and relevant resources and professional learning materials that help teachers and instructional leaders prepare students for high school graduation and college and career readiness.

Curriculum Focus

- **Align** curriculum & instructional goals and objectives to the successful and effective implementation of state adopted standards (Georgia Standards of Excellence).
- **Purchase** curriculum materials and resources to support the implementation of the Georgia Standards of Excellence (GSE).
- **Support** evidence-based instructional practices and strategies for differentiated, innovated and effective teaching and learning based on state adopted standards.
- **Provide professional learning opportunities** to teachers and leaders on curriculum materials and resources which support (GSE).
- **Provide professional learning opportunities** to teachers and leaders aligned to their needs and the district’s school improvement plan.
- **Utilize formative and summative assessment data** to inform instruction and improve students’ academic progress.
- **Monitor** implementation of Formative Instructional Practices

Curriculum Materials and Resources

The Department of Curriculum, Assessment, and Instruction ensures teachers have instructional materials and resources to implement the Georgia Standards of Excellence in every core subject. Curriculum resources are purchased by the Curriculum & Assessment Committee to support the GSE. These resources include print and digital. Curriculum and Assessment resources for all courses are located on the DJJ internal Q-drive as well as Infinite Campus.

Instructional Delivery

The Georgia Department of Juvenile Justice provides a sequenced, gradual release delivery of instruction through a framework consisting of a brief warm-up to activate schema, an opening lesson that is teacher centered with explicit instruction, modeling, demonstration, and guided practice, followed by a student-centered work-session allowing individual/group practice on standards-based, grade appropriate work. Lesson concludes with teachers formatively assessing for comprehension, student misconceptions, providing immediate feedback and creating groups.

Professional Learning

Professional learning is provided on a school-based, regional and district level need/request to ensure teachers and administrators are prepared to educate students for college and career readiness. Teachers and administrators are provided professional learning opportunities to support acquisition of rigorous content and pedagogy and improve instructional planning and delivery. Overall, the focus is on improving outcomes for students. The department is guiding a collaborative and dynamic culture of learning to build and develop the capacity of staff to engage in a culture of highly effective teaching and learning.

The curriculum and assessment department utilizes a variety of experts to deliver high-quality professional learning including: DJJ Curriculum and Assessment Director, DJJ Curriculum and Assessment Specialist, the Regional Educational Service Agencies (RESAs), the Georgia Department of Education curriculum specialists, independent consultants, and mentor teachers. Mentor teachers throughout the district have been identified to serve as instructional role models; they provide clinical and on-the-job. Mentor support guides teachers through challenging situations and builds capacity and sustainability.

English Language Arts



Teachers receive extensive professional learning to support them in implementing the Georgia Standards of Excellence (GSE) which are defined by the Georgia Department of Education as a benchmarked set of performance standards for English language arts and literacy. Teachers are fostered to establish a staircase of increasing complexity to promote enhanced student literacy. Rigorous instruction ensures all students are properly equipped for the demands of college and career level communication by the conclusion of high school. Teachers are required to ensure weekly students read a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects. DJJ is aware that the standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. We intend to provide students with the knowledge base and instruction necessary to write logical arguments based on substantive claims, sound reasoning, and relevant evidence as a cornerstone of writing.

The GSE standards require students to gain, evaluate, and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. The standards recognize that students must be able to use formal English in their writing and speaking. Students must earn four credits for graduation.

Mathematics

DJJ provides extensive professional learning to all math teachers to provide students the opportunity to achieve a balance among concepts, skills, and problem solving as outlined in the Mathematics Georgia Standards of Excellence (GSE).



The Georgia (Mathematics) Standards of Excellence (GSE) are designed to help learners achieve a balance among concepts, skills, and problem solving. They provide clear expectations for curriculum, instruction, assessment, and student work. The GSE is the core of support provided by the Curriculum and Assessment Department. Georgia Preparatory Academy focuses on providing students with student-centered, rigorous concept development, and real-world applications instruction. At all grade levels, the standards encourage students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines. Teachers are trained to stress rigorous concept development and real-world applications while maintaining a strong emphasis on computational and procedural skills. At all grades, teachers should develop lesson plans incorporating the standards for mathematical practice. Students must earn four credits for graduation.

Science



DJJ provides extensive professional learning for all Science teachers to implement the Georgia Standards of Excellence which are designed to provide students with the knowledge and skills for proficiency in science. To become literate in science, students must

acquire understanding of both the characteristics of science and its content. The Georgia Standards of Excellence requires instruction be organized to ensure student understanding of all required scientific principals and concepts. For this reason, they are presented as co-requisites incorporating hands-on, student-centered, and inquiry-based approaches (gadoe.org). Teachers are trained to stress rigorous concept development and real-world applications.

The Science Georgia Standards of Excellence (GSE) focus on helping students use science to make sense of phenomena in the natural and designed world and use engineering to solve problems. Learning to explain phenomena and solve problems is the central reason students engage in the three dimensions of the Science GSE. Students must earn four credits for graduation.

Social Studies



The Department of Juvenile Justice (DJJ) provides a balanced and effective social studies program which prepares students to be active, informed, and responsible citizens. Social studies increase students' awareness of their world, their nation, their state, and themselves, giving them fundamental understandings of their society and others, both past and present. Students acquire and perfect skills of individual and group inquiry and examine a broad range of peoples and cultures. Student's gain from social studies programs the knowledge, skills,

attitudes, and values that enable them to be effective problem-solvers, good decision-makers, and wise planners. Ultimately, social studies provide a context for students to use the skills introduced in other areas they learn to understand and practice the art of living and working together in a productive and constructive manner. DJJ students are required to obtain a total of three credits in Social Studies for graduation.

Physical Education

GSE Personal Fitness introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

DJJ Utilizes the SPARK PE program for its Physical Education curriculum.

Core Course Descriptions

Grade Level	Course Number	Course Title / Description	# Of Carnegie Credits Awarded
12	23.05200	<p>*British Literature and Composition</p> <p>This course focuses on the study of British literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in argumentative and narrative genres. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>	1 Credit
12	23.06700	<p>Multicultural Literature and Composition</p> <p>The course focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>	1 Credit
12	27.08500	<p>Advanced Mathematical Decision Making</p> <p>This is a course designed to follow the completion of Advanced Algebra, Algebra II, or Mathematics III OR Accelerated Analytic Geometry B/Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Mathematics II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and network models for making informed decisions.</p>	1 Credit
12	40.06400	<p>Earth Systems</p> <p>Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the</p>	1 Credit

		connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.	
12	45.06100	Economics/Business/Free Enterprise An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.	.5 Credit
11	23.05100	American Literature/Composition This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.	1 Credit
11	26.06110	Environmental Science The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.	1 Credit
11	27.09730	GSE Algebra II Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with	1 Credit

		complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Geometry or its equivalent)	
11	45.08100	<i>United States History</i> Examines the history of the United States beginning with the British settlement of North America. The course's focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.	1 Credit
10	23.06200	<i>Tenth Grade Literature/and Composition</i> This course focuses on a study of literary genres and informational texts; the students develop understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes regarding interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in informative/expository and narrative writing genres. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.	1 Credit
10	27.09720	<i>GSE Geometry</i> Geometry is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Algebra I or its equivalent)	1 Credit

10	40.01100	<p>Physical Science</p> <p>The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.</p>	1 Credit
10	45.08300	<p>World History</p> <p>A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.</p>	1 Credit
9	23.06100	<p>Ninth Grade Literature/and Composition</p> <p>This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>	1 Credit
9	26.01200	<p>Biology I</p> <p>The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.</p>	1 Credit
9	27.09710	<p>GSE Algebra I</p> <p>Algebra I is the first course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen, and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested allows students to gain a foundation in linear, quadratic, and exponential</p>	1 Credit

		functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters.	
9	45.05700	American Government/Civics An in-depth study of the American political system. This course focuses on the foundation, principles, and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.	.5 Credit
9	36.05800	Health and Personal Fitness Combined <i>(Note: This course includes all standards from both required one-half unit courses - Health (17.01100) and Personal Fitness (36.05100))</i> DJJ utilizes the SPARK PE program as its curriculum for Physical Education. It engages students in PE while connecting their learnings to the real world! It is tested and proven to increase student participation, activity time, and overall interest in PE. This curriculum focuses on learning first, activity second.	1 Credit
9	36.05100	Personal Fitness Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.	.5 Credit
9	17.01100	Health Explores the mental, physical, and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.	.5 Credit
8	23.01300	Language Arts/Grade 8 This course focuses on extending the reading experience through a more complete study and analysis of compelling literature. The student will refine his or her skills in production of quality essays and narratives. Writing focuses on writing styles; A study of conventions will build on previous instruction and extend beyond. The student will continue with research. The student will also engage in viewing, listening, and speaking activities.	N/A
8	27.02300	Mathematics/Grade 8 In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the	N/A

		Pythagorean Theorem.	
8	45.00900	<p>Georgia Studies/Grade 8</p> <p>In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.</p>	N/A
8	40.01700	<p>Science/Grade 8</p> <p>The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The course provides an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. The eighth-grade physical science students work conceptually to develop understanding the concepts of conservation of matter, conservation of energy, physical change, chemical change, motion, forces, and energy transformation. Eighth grade students keep records of observations and analyze the data they collect. They describe observations and show information in graphical form. When analyzing data eighth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.</p>	N/A
7	23.01200	<p>Language Arts/Grade 7</p> <p>This course focuses on an appreciation of written and oral language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to study and analyze compelling literature and to explore author's craft. The student expands his or her choices of writing modes and the students explores different types of sentence structure and more complex convention techniques. The student will compose writing in a variety of genres (argumentative, informative/explanatory, narrative), and increase abilities in writing, editing, and proofreading. The student will engage in oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities.</p>	N/A
7	27.02200	<p>Mathematics/Grade 7</p> <p>In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.</p>	N/A
7	45.00800	<p>Social Studies/Grade 7</p> <p>Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year</p>	N/A

		course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in our everyday lives. The government/civics domain focuses on selected types of government found in the various areas to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics, however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily significant events in each region from the twentieth and twenty-first centuries.	
7	26.01100	<p>Science/Grade 7</p> <p>The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.</p>	N/A
6	23.01100	<p>Language Arts/Grade 6</p> <p>This course focuses on oral and written language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to become skilled readers of more sophisticated literature by learning how to study and analyze literature through voice and style. The student will compose writing in a variety of genres: argumentative, informative/explanatory, narrative. The student will analyze and edit his or her writing by focusing on conventions, voice, and style. There is an increase in writing, editing, and proofing. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities. through oral presentations and dramatic interpretation, the student will explore the effects of media images, texts, and sounds. Research becomes a critical component of this course.</p>	N/A
6	27.02100	<p>Mathematics/Grade 6</p> <p>In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.</p>	N/A
6	45.00700	<p>Social Studies/Grade 6</p> <p>Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world</p>	N/A

		<p>in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.</p>	
6	40.06100	<p>Science/ Grade 6</p> <p>The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Sixth grade students observe and explain how an aspect of weather can affect a weather system. They use different models to represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth’s materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, keep, and analyze the data they collect, and show information in graphical form. When analyzing the data they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.</p>	N/A

Electives Course Descriptions

Grade Level	Course Number	Course Name	# Of Carnegie Credits Awarded
9-12	45.01200	<p><i>High School Current Issues</i></p> <p>This course analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. This course integrates and reinforces social studies skills. Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, political, economic, and social issues in a respectful, meaningful, and active way. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally, students participate in group projects, presentations and work with primary source materials and opinion pieces to better understand the world around them.</p>	.5 Credit
9-12	23.03100	<p><i>High School Creative Writing</i></p> <p>The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this one semester course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. Vocabulary development, creative writing techniques, and skills are explored. Writings are presented orally and in written form.</p>	.5 Credit
9-12	45.03100	<p><i>Sociology</i></p> <p>This course investigates principles of sociology, the individual in groups, social institutions, social control, and the use of research methods to examine social problems. Integrates and reinforces social studies skills.</p>	.5 Credit
9-12	45.06700	<p><i>Financial Literacy</i></p> <p>Describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy. The elements of the course are aligned with current technology and laws - both of which can change rapidly - so instructors should verify any information they feel may be outdated.</p>	.5 Credit
9-12	40.09300	<p><i>Forensic Science</i></p> <p>The Forensic Science Georgia Standards of Excellence are designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.</p>	.5 Credit

Career Technical and Agricultural Education (CTAE)***Course Descriptions***

9-12	07.44130	<p><i>Introduction to Business & Technology</i></p> <p>This is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to career pathways and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.</p>	1 Credit
9-12	07.44100	<p><i>Business & Technology</i></p> <p>How is technology used to solve business problems and communicate solutions? This course is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing, and sharing data through visually appealing presentation.</p>	1 Credit
9-12	07.45100	<p><i>Business Communications</i></p> <p>What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students' master presentation software in this course.</p>	1 Credit
9-12	06.41500	<p><i>Legal Environment of Business</i></p> <p>This course addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in</p>	1 Credit

		their communities and in society at large.	
9-12	06.41610	<p>Entrepreneurship</p> <p>How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating, and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.</p>	1 Credit
9-12	43.45000	<p>Introduction to Law, Public Safety, Corrections, and Security</p> <p>(LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.</p>	1 Credit
9-12	43.45100	<p>Criminal Justice Essentials</p> <p>This course provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e., mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.</p>	1 Credit
9-12	02.47100	<p>Basic Agriculture Science</p> <p>This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.</p>	1 Credit
9-12	01.46100	<p>General Horticulture and Plant Science</p> <p>This course is designed as an introduction for the Horticulture-Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are</p>	1 Credit

		supplemented through supervised agricultural experiences and leadership programs and activities.	
9-12	01.46200	<p><i>Floriculture Production and Management</i></p> <p>Floriculture Production and Management course is designed to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.</p>	1 Credit
9-12	12.54400	<p><i>Intro to Personal care</i></p> <p>This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands-on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician. Pre-requisite for this course is advisor approval.</p>	1 Credit
9-12	12.41000	<p><i>Cosmetology II</i></p> <p>After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards. The prerequisite for this course is Introduction to Personal Care Services.</p>	1 Credit
9-12	12.41100	<p><i>Cosmetology Services III</i></p> <p>This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology. The prerequisites for the course are Introduction to Personal Care Services and Cosmetology Services II.</p>	1 Credit
9-12	12.42000	<p><i>Barbering II</i></p> <p>This course is designed as an introductory level course for the Barbering Pathway and presents intermediate skills and knowledge related to barbering and scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals included in this course involve: individualized and precise designing, cutting, and shaping of the hair. Students will earn credit hours toward the completion of the 1500 credit</p>	1 Credit

		hours required by Georgia State Board of Barbers. According to the State Board of Barbering, each student must obtain 280 total hours of theory training before the student is allowed to render clinical services. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The pre-requisite for this course is Introduction to Personal Care Services.	
9-12	12.42100	Barbering III This course will provide higher level skills that the students can transfer to post-secondary barber schools. 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 the Georgia Board of Barbering. The knowledge and skills gained through this course will assist students in the analysis and performance of professional services such as haircutting and styling, mustache and beard design, facials, shaves, and scalp treatments. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. This course is considered broad-based with high impact in the personal care service industry. Students will achieve technical content skills necessary to pursue a full range of careers in this program.	1 Credit
9-12	46.54500	Industry Fundamentals and Occupational Safety This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pre-requisite for this course is advisor approval.	1 Credit
9-12	46.55000	Carpentry I This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading layout and floor and wall framing systems and includes basic industry terminology for a carpentry craftsman. and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site	1 Credit
9-12	20.53100	Introduction to Culinary Arts Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.	1 Credit
9-12	20.53210	Culinary Arts I As the second course in the Culinary Arts Career Pathway, the prerequisite	1 Credit

		for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.	
9-12	20.53310	<p>Culinary Arts II</p> <p>As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.</p>	1 Credit
9-12	46.54600	<p>Introduction to Construction</p> <p>This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.</p>	1 Credit
9-12	46.55000	<p>Carpentry I</p> <p>This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems and includes basic industry terminology for a carpentry craftsman.</p>	1 Credit

