



# the **choice** **BOOK**



**students beginning high school in 2020-21**

# HOW TO USE THIS BOOK

## The information

The first 13 pages are full of information that you'll find helpful when making your choices. Use this section to get answers to some frequently asked questions and definitions for some words you will need to know for high school planning. You'll also find information on state requirements, grading, attendance, and testing, plus sections on learning opportunities, athletics, and extracurricular activities.

## Choices after high school

If you're looking at a two- or four-year college or university or technical college after high school, this section includes some need-to-know information. Look for a year-by-year checklist, information on testing, and details on the HOPE scholarship program.

## The Four-Year Plan

Your Four-Year Plan is a checklist that covers everything you'll need to graduate from high school, including courses, credits, and tests. You'll find a worksheet for regular-schedule schools and one for block-schedule schools.

## The icons

Look for these symbols throughout "The Choice Book." Indicating each of the eight subject areas, these icons appear in the Four-Year Plan, on the worksheets, and in the curriculum section. Use them to help you navigate quickly through the curriculum section. When they appear in the top outside corner of a page, courses in that subject area appear on that page. If the subject changes on that page, the icon changes in the margin.



Language Arts



Mathematics



Science



Social Studies



Health and Physical Education



Modern and Classical Languages



Fine Arts



Career and Technical Education

## The courses

This comprehensive listing includes courses offered in high school in Gwinnett County Public Schools (GCPS). Each course description includes information about prerequisites, required tests, and more. However, not all courses are offered at all Gwinnett high schools. Check with your counselor to see which courses are available to you.

## The online resources

Throughout this book, you'll find references to great online resources for career and college planning, financial aid, test preparation, and academic support. Don't miss the detailed information about Media Resources and MYeCLASS, starting on page 44.

*The Choice Book is produced by Gwinnett County Public Schools, Department of Communication and Media Relations.*

The information in this book is available on the GCPS website in the Publications section.  
(Families can translate pages with Google Translate.)

**Chinese:** 本书中的信息可在GCPS网站的出版物部分获得。(家庭可以使用Google translate翻译页面。)

**Korean:** 이 책의 정보는 귀넷 카운티 공립학교 웹사이트의 출판물에 관한 페이지에서 보실 수 있습니다.  
(구글 자동 번역기를 통해 페이지를 번역하실 수 있습니다.)

**Vietnamese:** Thông tin trong cuốn sách này có sẵn trên trang web của GCPS, trong phần Ấn phẩm. (Gia đình có thể dịch các trang bằng Google Dịch.)

**Spanish:** La información que se contiene en este libro está disponible en el sitio web de GCPS en la sección de Publicaciones.  
(Las familias pueden traducir las páginas individuales utilizando el servicio de traducción automática de Google.)

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## FREQUENTLY ASKED QUESTIONS

### **I want to make sure I'm ready for college. How do I decide which classes to take?**

The best advice... Challenge yourself to take the toughest classes in which you can be successful. You'll be better prepared for success in college, and many colleges consider the difficulty of an applicant's high school curriculum in making admission decisions.

### **But, how do I decide which courses will be most challenging for me?**

In the course descriptions in this book (*beginning on page 25*), you'll find the list of required courses— for instance, certain courses in Mathematics, Science, Language Arts, and Social Studies. Each course has several options or levels, with some offering an accelerated format or a more in-depth approach for students who excel in that area of study. For some courses, especially upper-level ones, you may be able to take Advanced Placement (AP) classes. Students who take these college-level courses and do well on optional AP exams may earn college credit or skip required entry-level classes in college. Talk to your family, your teachers, your advisor, and your counselor about which option best suits your academic strengths and prepares you for the courses you'll take in college or career training.

### **How can I make sure I'll do well in my classes?**

Get organized early and stay that way. Don't wait to get help if you think you need it or are falling behind. Your teachers, your counselor, your advisor, and your family will all be behind you and encouraging you to do your best work from the first day, but a lot of your success in high school depends on you!

### **What are some things I can do at home?**

Be organized, and keep up with homework assignments and projects. Study class lecture notes to review what was taught in class, even when you do not have assigned homework in a subject. Begin studying for a test several days ahead so you have time to review the material and retain it.

### **If I am not doing well in a course, what should I do?**

The first step is to speak with your classroom teacher and set up a time before or after school (or during school, depending on your schedule) for extra help from your teacher. You also may sign up for student tutoring sessions if they are available at your school. If you need additional suggestions, speak with your advisor or schedule an appointment with your school counselor.

### **If I am failing a class, can I drop it mid-semester?**

No. Dropping a class mid-semester is not an option.

### **How do I make up a course if I fail?**

Courses can be made up during summer school, through School-Plus or Phoenix High courses after the school day, or the supplemental program of Gwinnett Online Campus. English Learners receive support through ESOL summer school. Students may not take two Language Arts classes at the local school to make up a failed class until the 12th grade, and then only on a space-available basis. See your school counselor or advisor for more information.

### **If a student fails a course and retakes the course, is the first failed grade cancelled out?**

No. Once a student earns a semester grade, it will never be removed from the academic record (transcript). Required courses must be retaken if failed. Both semester grades will be a part of the academic record and the high school grade percent average (GPA) and also will be considered for HOPE Scholarship eligibility.

### **Do high schools award grades for "effort"?**

No. High school students do not earn effort grades. Semester grades reflect your academic achievement in the class.

### **When are final exams and how much do these grades count in my semester grades?**

Final exams have two parts— performance (written) and multiple choice. Combined, the exams count 20% of the semester grade. Final multiple-choice exams are given the last few days of the semester, and each one is approximately two hours long. For four courses—one in each subject area— the state requires an End of Course (EOC) assessment. Specific test dates are designated for each test. *Learn more about EOC assessments on page 9.*

### **What tests do I have to pass before I graduate?**

You will take the GCPS' High School Gateway Writing Assessments in Science and U.S. History. The assessments are two document-based essays— one on Science AKS taught in Biology and Chemistry, and one on Social Studies AKS taught in U.S. History. You must pass both assessments to earn a GCPS diploma. Additionally, designated courses in core subjects— Language Arts, Mathematics, Science, and Social Studies— require state End of Course (EOC) assessments. While you are not required to pass the EOCs, you must pass all required courses. *See page 9 for more information.*

### **Can I participate in graduation if I fail a required course prior to graduation?**

Students may not participate in the May graduation ceremony if they have not passed ALL required course-

work. Students who have passed all required coursework but have failed GCPS' Gateway Test may participate in the May graduation ceremony, receive a High School Certificate, and continue to retake the portion(s) of this test until passed. At that time, the student will be given his or her diploma, and high school graduation will be confirmed.

### **What is the difference between the SAT and the ACT college-entrance exams?**

**SAT**— Curriculum-based with emphasis on every day vocabulary within a text and evidence-based writing; essential math, including data analysis and algebra; and real-world sources from social studies and sciences for analysis. Optional essay analyzes a text. The SAT has three sections and more testing time. Practice tests are offered. ([www.collegeboard.org](http://www.collegeboard.org))

**ACT**— Emphasis on academic content and comprehension. Mathematics content covers geometry, algebra, and trigonometry. Reading comprehension focus is straightforward and content-based, and includes grammar questions. The science section includes graphs and table analysis, and correlations and analysis. The essay is optional. Greater emphasis is placed on timed sections. The testing time is slightly shorter. ([www.act.org](http://www.act.org))

### **Are PE and Health required courses? Do I have to take them in 9th grade?**

Health and Personal Fitness (PE) are requirements for graduation in the state of Georgia. While students are encouraged to enroll in each semester-long course during their 9th grade year, they have other options. Students interested in having more flexibility to schedule other electives may choose to take the Health and Personal Fitness courses during the summer prior to entering 9th grade. Summer options include face-to-face or virtual summer school (Community School) or virtual learning via Gwinnett Online Campus ([www.gcpsk12.org/GwinnettOnline](http://www.gcpsk12.org/GwinnettOnline)). In addition, students earning three credits of Junior Reserve Officer Training Corps (JROTC) fulfill the Health/PE requirement for graduation. You must take Personal Fitness and Health before you take other Health and PE courses. (See pages 11 and 39 for more information.)

### **When will I get the drug and alcohol certificate I need for my driver's license?**

Students take part in the Alcohol and Drug Awareness Program (ADAP) during their high school Health course. By law, Georgia teens under the age of 18 are required to successfully complete ADAP in order to obtain their Class D Georgia driver's license. Students who complete ADAP receive a completion certificate from their teacher. This

certificate must be presented when applying for a driver's license. In the event a student is not present for this program, the student may enroll in eADAP to complete the four-hour course online. The Department of Driver Services (DDS) also requires proof of school enrollment. Please contact the school registrar to obtain a certificate of school enrollment prior to applying for a learner's permit. For complete information on driver's license requirements, please visit the Department of Driver Services website ([www.dds.ga.gov/ADAP](http://www.dds.ga.gov/ADAP)).

### **How many years of foreign language should I take?**

A minimum of two years of coursework in the same modern or classical language is required for admission to Georgia colleges and universities. Many students enjoy language courses and continue to take them for four years. Specific out-of-state colleges require up to four years of modern or classical language study. Beginning study of another language in the 9th grade allows you to take additional years of study if you want or need these classes.

### **What are my choices for electives?**

You may take elective courses in academics, Fine Arts, Career and Technical Education, and PE/fitness. Students will consider possible careers and select electives accordingly.

### **I'm interested in Career and Technical Education classes. What do I need to know?**

Careful planning is required if you want to include a concentration of technical classes in your schedule. Special planning is needed for courses at Maxwell High School of Technology or the Grayson High School Technical Education Program. See your counselor to discuss how those programs will fit your schedule. *Find an overview of available technical education courses on pages 40–41.*

### **How important is it to be involved in extracurricular activities, such as clubs, sports, and volunteer projects?**

School leaders recommend that all students participate in one or more extracurricular activity while in high school. Students who are involved in activities feel more connected to the school. Also, colleges and scholarship committees frequently request information on extracurricular participation and demonstrated leadership while in high school.

### **What is the purpose of the advisement class?**

During your advisement class, your advisor will discuss topics with you related to school, graduation, and career planning. In advisement, you'll receive progress reports, test results, and other school information.

## WORDS YOU NEED TO KNOW...

**Academy:** A program at designated high schools — currently Berkmar, Central Gwinnett, Discovery, Lanier, Meadowcreek, Shiloh, and South Gwinnett— that allows students to pursue core and elective coursework in specific, career-focused areas. *See page 40 to learn more.*

**Accreditation:** The recognition by an outside agency that a school maintains certain standards which enables students to qualify for admission to other accredited institutions. The school system is accredited by Cognia, the umbrella organization over the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

**ACT:** A college-admissions test covering English, Reading, Science, and Mathematics. *See page 17.*

**Advisement Program:** A structured, non-graded portion of the day in which students receive school information and discuss grade-level appropriate topics with their advisor.

**Agenda Book:** An organizational tool for students that includes the school handbook, calendar of school events, assignment book, and reference information.

**AKS (Academic Knowledge and Skills):** Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level, including the state’s standards. For more information about the AKS, please visit [www.gcpsk12.org](http://www.gcpsk12.org) and find “Academic Knowledge and Skills” in the Quick Links.

**AP (Advanced Placement):** Rigorous, college-level coursework taken in high school. Students who make a 3 or better (1–5 scale) on an optional AP exam at the end of the school year may earn college credit or skip entry-level college classes. *See pages 10, 17, and 25.*

**Application for Graduation/Senior Letter:** A written report detailing a senior’s progress toward meeting graduation requirements that is sent to the parent or guardian during the fall semester of the senior year.

**Career and Technical Education:** Elective courses that focus on knowledge and skills that prepare students for a successful transition to postsecondary studies and/or careers. *See pages 10–12, 20, and 40–41.*

**Career Cluster/Pathway:** A concentration of three or four designated career and technical and/or academic courses that offer a seamless path to postsecondary

work in college or technical school in a designated field. 9th graders, with help from their family and school advisors, select a Career Pathway to explore during high school, with the possibility of experiencing real-life work placements as well as earning industry-recognized credentials before graduation. *See pages 20–21 for more on Career Clusters/Pathways.*

**Class Rank:** A student’s standing based on his or her cumulative grade percent average as compared with that of other members of the class. In a class of 100, the student with the highest grade percent average would be ranked Number 1 and the lowest Number 100.

**College Board:** The organization that provides college-entrance and other testing, including SAT, TOEFL, PSAT 8/9, PSAT/NMQST, and AP exams. *See pages 16 and 17.*

**Core Courses:** Refers to both required and elective courses in Language Arts, Mathematics, Science, and Social Studies. (For the purpose of college admissions, Modern/Classical Language credits also are included in the Core Course category.)

**Credits/Units:** The terms *credits* and *units* (or *Carnegie Units*) are used interchangeably to identify how much each course passed counts toward meeting the 23 credits/units required for graduation from high school.

**CSS/Financial Aid PROFILE:** A financial aid form required by many private colleges, in addition to FAFSA.

**Dual Enrollment:** A dual-credit program that allows high school students (grades 9–12) to pursue full- or part-time study through approved colleges and universities, and receive both high school and college credit for the successful completion of approved academic courses on the state’s Dual Enrollment course list. The program pays for college tuition, books, and mandatory fees. *See page 10.*

**Early Action (EA):** Students who apply to college by an early fall date (and meet higher entrance expectations) may receive a *non-binding* acceptance letter from the college prior to winter break.

**Early Decision:** An agreement between college and applicant that indicates a student will attend the college if he or she is accepted early in the fall. Early decision programs usually are *binding*. Early Decision is not an obligation to be taken lightly since schools honor one

another's binding decisions. Only students whose decision would not be contingent on receiving a certain level of financial aid should consider this option.

**eCLASS:** GCPS' digital Content, Learning, Assessment, and Support System, in which you will find existing technology resources and projects, plus new resources that will help enhance your learning. *See page 46.*

**End of Course (EOC) assessments:** Tests that measure learning of the statewide curriculum in designated courses to ensure that high academic standards are being met in all Georgia high schools, as required by the Board of Education. *See page 9.*

**Elective Courses:** Classes that may be selected by the student and are included in the 23 credits required for high school graduation. Electives in the core academic areas and Modern and Classical Languages are academic in nature and are included in HOPE scholarship GPA.

**Eligibility:** Mandatory guidelines for student participation in sports and extracurricular activities. Check with your local school athletic director for details. *See page 13.*

**English Learners (ELs):** Students whose first language is not English and who are not yet proficient in English. These students are served in the EL program and take ESOL courses. *See pages 25 and 42–43.*

**English to Speakers of Other Languages (ESOL):** Courses providing an opportunity for students whose primary or home language is not English to acquire proficiency while learning the AKS. *See pages 25 and 42–43.*

**Fee Waiver:** A form available to students with a low family income. The Fee Waiver Form is submitted instead of money to cover college testing and admission fees. *See page 16.*

**Financial Aid:** Money, which may be derived from a variety of sources (grant, loan, scholarships, work-study), that helps pay college costs. The “package” of funds is determined by family financial need and the availability of funds.

**Four-Year Plan:** An outline of the courses a student plans to take while in high school. The plan will take into consideration the student's academic history, career goals, interests, and plans for additional education beyond high school. *See pages 21–23.*

**Free Application for Federal Student Aid (FAFSA):** A form required by most colleges for students applying for financial aid, including federal loans and other aid. Requests financial information from the previous year's tax return for the student and student's parents/guardians. This form also may be used for HOPE application eligibility.

**Gateway:** GCPS' High School Gateway Writing Assessments in Science and U.S. History that measure a student's ability to write effectively about Science and Social Studies AKS taught in Biology, Chemistry, and U.S. History. *See page 9 for details.*

**GCPS:** Acronym for Gwinnett County Public Schools.

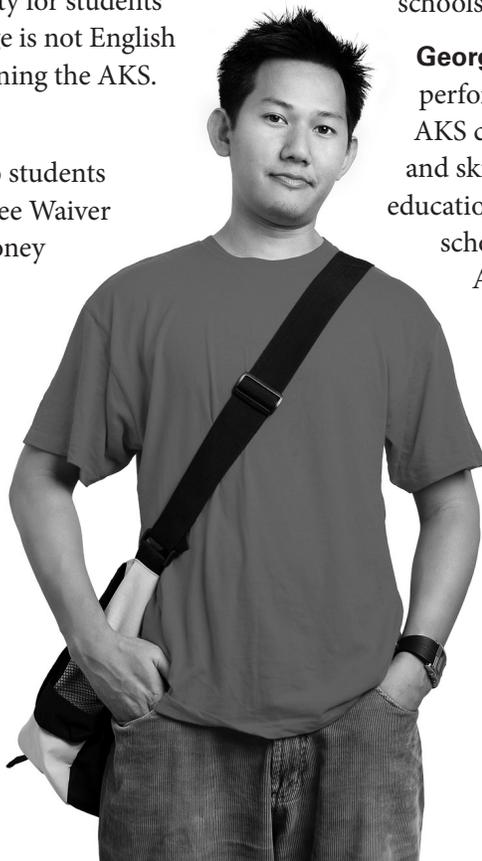
**Georgia Alternative Assessment (GAA):** A standardized assessment designed to assess the achievement of students with significant cognitive disabilities, based on alternate achievement standards. The expectation of performance differs in complexity from a grade-level achievement standard.

**Gifted Courses:** Rigorous coursework for students who qualify for Gifted Education services. Gifted sections are designated in selected subjects by local schools. *See page 25.*

**Georgia Standards of Excellence:** State performance standards embedded in Gwinnett's AKS curriculum that help to define the knowledge and skills students should have during their K–12 education careers so that they will graduate from high school fully prepared for college and careers.

Adopted at the state level, Georgia Standards of Excellence (GSE) are in place for grades K–12 in Mathematics, Language Arts, Science, Social Studies, Health, and Career and Technical Education (6–12).

**Gifted Education:** A program of education designed for students who demonstrate a high degree of intellectual and creative ability, who exhibit an exceptionally high degree of motivation, and/or who excel in specific academic fields. Gifted Education classes are available to



students who meet specific eligibility criteria established by the state Board of Education. *See page 25.*

**GIVE Centers:** Gwinnett County’s alternative schools for students who are serving long-term suspensions from their home schools. *See page 10.*

**Governor’s Honors Program:** A summer program that offers an enriching and challenging educational opportunity for exceptional high school students. This highly selective program requires a teacher’s nomination and an extensive interview process for eligible sophomores and juniors.

**Honors Courses:** Coursework designed at an advanced level for students who excel in that content area. Honors sections are designated in selected subjects by local schools. *See page 25.*

**Honors Graduate:** A distinction earned by seniors whose cumulative grade percent average is 90% or above at a designated point prior to graduation.

**HOPE Scholarship Program:** (Helping Outstanding Pupils Educationally) An educational funding program through the Georgia Lottery. *See pages 18 and 19 for more information about the requirements for HOPE, and see [www.GAfutures.org](http://www.GAfutures.org) to learn more.* Three different funding options are available through HOPE.

**HOPE Grant:** As of 2020, the HOPE Grant pays a portion of tuition for qualified students who are enrolled in eligible diploma or certificate programs at selected *technical colleges* in Georgia. Students enrolled in designated programs of study who are eligible for, and receiving, HOPE Grant funding also may be eligible for funding from the Strategic Industries Workforce Development Grant. Note: High school students may participate in the Dual Enrollment program to earn college credit at a technical college while still in high school.

**HOPE Scholarship:** As of 2020, the HOPE Scholarship pays a portion of tuition for qualifying students (HOPE GPA of 3.0+ in required and elective core academic classes) who are enrolled in degree-granting programs at eligible *public colleges and universities* in the state of Georgia. The amount of the award is adjusted annually, based on lottery revenue. Eligible students enrolled in a Georgia *private college or university* may qualify for a private HOPE award plus a Georgia Tuition Equalization Grant.

**The Zell Miller Scholarship:** As of 2020, students who meet more rigorous GPA, coursework, and testing standards qualify for full tuition at Georgia’s public institutions and the full private HOPE award at private Georgia colleges and universities.

**Hospital/Homebound (Teleclass):** A program offered to students who cannot attend in a regular setting due to illness or accident. To participate in the program, students must expect to be absent from school for at least 10 consecutive school days. Check with your counselor for the necessary form to enter the program. *See page 11.*

**International Baccalaureate (IB) Diploma Programme:** A rigorous, comprehensive curriculum for highly motivated college-bound students. Students who complete the program earn the IB diploma in addition to the diploma issued by the state of Georgia. *See page 11.*

**Junior Reserve Officer Training Corps (JROTC):** A four-year progressive program of leadership training and development, open to all students in grades 9–12. GCPS offers JROTC units at 14 locations— Air Force units at Collins Hill High, Dacula High, Meadowcreek High, North Gwinnett High, and Shiloh High; Army units at Berkmar High, Central Gwinnett High, Discovery High, Grayson High, Norcross High, and South Gwinnett High; a Marine unit at Parkview High; and Navy units at Duluth High and Peachtree Ridge High. Students who complete three years of JROTC fulfill the Health and Physical Education requirement for graduation. *See pages 11 and 39.*

**NCAA Eligibility Center:** Reviews high school transcripts and SAT/ACT test scores of students offered NCAA Division I and II scholarships to make sure all NCAA requirements are met. *See pages 13 and 15.*

**Online Courses:** Gwinnett Online Campus (GOC) offers two online learning options for students to earn credit. Both options offer AKS curriculum courses found at traditional high schools. Learn more at [gcpk12.org/gwinnettonline](http://gcpk12.org/gwinnettonline). *See pages 10–11.*

**Full-Time School:** GOC offers a full-time course of study at no cost for students who would like to earn a GCPS diploma online. The registration window for the coming year opens each February.

**Supplemental Program:** Students enrolled at a local high school may take up to five courses as part of their regular school schedule without paying a fee. Students also may choose to pay tuition and

take additional courses—after school or during the summer—to get ahead, make room in their schedule for electives, or make up a failed class.

**Postsecondary:** Referring to college or technical college coursework, and career plans. *See pages 14–19.*

**Prerequisites:** Courses, test scores, recommendations, and/or grade level that must be completed or acquired before taking the next sequential course, grade, etc. *See page 26.*

**Private College or University:** A school that is not supported by state taxes. Also referred to as an independent college.

**PSAT/NMSQT (Preliminary SAT/National Merit Scholar Qualifying Test):** A shortened version of the SAT offered in October for high school students in grades 9, 10, and 11. To be considered for the National Merit Scholarship program, students must take the PSAT during their junior year. The PSAT 8/9, administered to Gwinnett 8th graders, establishes a baseline measurement of college and career readiness and connects students to Advanced Placement courses. It tests the same skills and knowledge as the SAT and PSAT/NMSQT in a way that makes sense for that grade level. *See page 16.*

**Public College or University:** A college or university that is supported by state funding and must follow state guidelines.

**Required Courses:** Specific courses that must be successfully completed prior to high school graduation. These courses must be retaken if not passed the first time.

**SAT:** A college-admissions exam measuring evidence-based reading and writing, and Mathematics. *See page 17.*

**School-Plus Classes** An opportunity for students to take a needed course or retake a course they have previously failed in order to receive credit. This opportunity is provided after the end of the school day, through the community school. There is a fee for these courses. Check with your community school director. Courses may vary by location. *See pages 11–12.*

**Semester:** An 18-week instructional period during which students earn .5 credits (traditional schedule) or 1.0 credits (semester block schedule) for each course passed. The school year is comprised of two semesters.

**Summer School:** A shorter, more intensive session offering students the opportunity to repeat or take additional courses required for high school graduation, either face-to-face at a school or online through Gwinnett Online Campus. *See page 12.*

**Test-Out Option:** An option to earn high school credit for designated courses associated with an End of Course assessment by demonstrating subject mastery before taking the course. Students must meet all requirements to qualify.

**TOEFL (Test of English as a Foreign Language):** Some colleges and universities require international students to earn a minimum score on this test in order to take regular college or university courses.

**Transcript:** The complete record of all high school courses taken and grades earned. A student's transcript contains his or her cumulative record along with scores on state- and county-required tests.

**Tuition:** A fee that is paid for instruction in a program, school, college, or university.

**Weighted Numeric Average:** A cumulative average of all numeric averages earned for every high school course the student has taken, including courses taken in 8th grade. A numeric average ranges 0-100 plus 10 points (added weight) for courses with increased rigor such as Advanced Placement, International Baccalaureate, and some college-level math and science courses. Reached by multiplying the course average by the credit, adding all the results, and dividing by the sum of the credits.

**Weighted Grade Point Average:** A cumulative average of all quality points (5-point scale) earned for every high school course the student has taken, including courses taken in 8th grade. Reached by adding quality points multiplied by each credit and dividing by total number of credits.

*Both the Weighted Numeric Average and the Weighted GPA are reported on the student transcript each semester.*

## STATE GRADUATION REQUIREMENTS

Areas of Study Required	Units
Language Arts	4*
Mathematics	4*
Science (3 required and 1 elective)	4*
Social Studies	3*
Modern/Classical Language and/or Career and Technical Education and/or Fine Arts	3*
Health and Physical Education	1
Electives	4
<b>Total Units (Minimum)</b>	<b>23</b>

\* For admission to a University System of Georgia college or university, students are required to pass specific courses in each academic area, including two units of the same Modern or Classical Language. Core academic courses, both required and elective, are included in calculation of the HOPE GPA for HOPE Scholarship eligibility.

## GCPS GRADUATION REQUIREMENTS

In order to earn a regular Gwinnett County high school diploma, students **must**:

- Learn the AKS to **earn the course credits/units** required by the state, including those courses with a state-mandated End of Course (EOC) assessment;
- Pass Gwinnett’s **High School Gateway Writing Assessments** in Science and U.S. History.

## GCPS GRADING SCALE

Numeric Avg.	Letter Grade	Quality Points earned on a 5-Point Scale
Above 100% (only AP, IB, etc.)	A	5
90%–100%	A	4
80%–89%	B	3
74%–79%	C	2
70%–73%	D	1
Below 70%	F	0

## ATTENDANCE POLICIES

State law requires attendance at school from ages 6 to 16. *Excused absences* are defined by state law and include only the following:

- Personal illness, or when attendance in school endangers the health of others;
- Serious illness or death in immediate family;
- Recognized religious holidays;
- Student under orders from court or other government agency;
- Service as a page in the General Assembly;
- Conditions rendering attendance impossible or hazardous to health or safety;
- Registration to vote or voting in a public election;
- Up to five excused absences per year for students whose parent/legal guardian is in military service and is being sent overseas for active duty, on leave from active duty, or returning from active duty;
- Foster care students attending court proceedings relating to the student’s foster care; and
- Service in the Student Teen Election Participant (STEP) program.

In most cases, absences are *unexcused* for all other reasons, including but not limited to:

- Missing the bus, oversleeping, power outages;
- Vacations, trips, family visits, college visits, non-school-sponsored competitions and events; and
- Car trouble, babysitting, running errands, traffic accidents/problems.

Students who miss 30 minutes or more of class will be considered absent from that class.

## REPORTS TO PARENTS

### Parent Portal

GCPS’ Parent Portal offers parents online, timely, and secure access to their student’s school information. Contact the school for registration details or assistance. Parents can:

- Find grades for projects, tests, homework, and quizzes for current courses, including missing work.
- See an overview of grades, attendance, discipline record, bus route, course history, and program information.
- Look at results on standardized tests.
- Review a summary of the student’s library materials and textbooks.
- Access the current balance in the student’s account for payments.
- Email the student’s teacher via the portal.
- Use the ParentVUE mobile app to access grades, schedules, and more.

### Progress Reports and Transcripts

Teachers’ evaluation of student progress toward mastery of the AKS is available through the Parent Portal. Schools also provide progress reports, either in print form or via parent and/or student email.

Transcripts for first semester are mailed to students during the first two weeks of the following semester. Transcripts for second semester are available approximately seven days after the semester ends. (*See inside back cover.*)

## TESTS REQUIRED FOR GRADUATION

In addition to earning state-required Carnegie units, students **must** meet additional requirements to earn a regular Gwinnett County high school diploma:

- Learn the AKS to **earn the course credits/units** required by the state, including those courses with a state-mandated End of Course (EOC) assessment;
- Pass Gwinnett’s **High School Gateway Writing Assessments** in Science and U.S. History.

### GCPS High School Gateway Assessments

The Gateway Assessments measure students’ ability to write effectively about Biology, Chemistry, and U.S. History AKS. Students write two essays— one on a Science topic and one on a Social Studies topic. In writing a response, students must use their own prior knowledge about the topic and pull information from documents provided. Students have 125 minutes to write each of the essays.

In high school Science and Social Studies courses, students have extensive opportunities to develop and refine writing skills related to those topics in preparation for the required High School Gateway Writing Assessments.

Most students will participate in the Science assessment in the spring of their sophomore year, during the second semester of Chemistry, Biology, or AP Biology. (Course sequence may vary, school to school.)

The Social Studies assessment is administered to students enrolled in U.S. History. Most students take U.S. History their junior year.

Intervention classes are provided to help students who do not pass the assessments. Students who are not successful on the assessments the first time have several opportunities to retake the assessments before graduation. Students must pass High School Gateway Writing Assessments in both Science and U.S. History to graduate.

### End of Course (EOC) Assessments

Under requirements of the Georgia Department of Education, students are required to participate in End of Course assessments to earn credit for four designated high school courses. Part of the Georgia Milestones Assessment System, these tests— required for one course in each core subject area— are designed to hold students statewide to the same learning standards. Any student enrolled in and/or receiving credit for a course requiring an End of Course assessment would participate in the test at the completion of the course.

The state-mandated assessment program includes the following content-area assessments:

**Language Arts** 11th Grade American Literature and Composition\*.

**Mathematics** Algebra I/Accelerated Algebra I

**Science** Biology

**Social Studies** U.S. History\*

*\*Beginning in Fall 2021, students who take Advanced Placement (AP) or International Baccalaureate (IB) courses in U.S. History are exempt from taking the EOC in this course. However, students still must pass the course to earn credit toward graduation requirements.*

Except as noted above, students must take the EOC test in order to receive credit for the four courses requiring an EOC. **Students must pass all courses with a required End of Course assessment in order to earn a Georgia diploma. The End of Course assessment will count as a component of the student’s final grade in the course.**

### ONLINE RESOURCES...

#### Preparing for Required High School Testing

[www.usatestprep.com/front/login.php](http://www.usatestprep.com/front/login.php)

(Request a user name and password from your school.)

## OTHER LEARNING OPPORTUNITIES

In addition to the variety of courses in the curriculum, GCPS offers on-campus and off-campus programs to meet the varied needs of students.

### Advanced Placement Program

Advanced Placement (AP) classes are college-level courses taught during the regular high school day by specially trained high school teachers. A wide range of AP courses is offered at Gwinnett high schools and through Gwinnett Online Campus.

AP courses offer students more rigorous coursework and additional academic challenges. Optional subject-specific AP exams are given at the end of the school year and are graded by the College Board. Many colleges either award college credit for students passing the exams or allow a student to be exempt from certain courses. (Please note: Some colleges do not honor AP credit. Students should check with their college of choice.)

Beginning in Fall 2021, students who take AP or IB courses in U.S. History are exempt from taking the EOC in this course. However, students still must pass the course to earn credit toward graduation requirements. *Learn more about AP testing on page 17 and find more on available courses on pages 20 and 25.*

### Dual Enrollment

This dual-credit program allows students to earn both high school and college credit simultaneously. The student must apply and be accepted to a participating eligible postsecondary institution. College courses taken must count toward state and/or local high school graduation requirements.

Students may select postsecondary credit-hour courses listed in the Dual Enrollment Course Directory available at [www.GAfuture.org](http://www.GAfuture.org). Dual Enrollment covers the cost for college tuition, mandatory fees, and books.

**Note:** Students enrolled in designated courses offered at some high schools may qualify for college credit or advanced placement through an Articulated Agreement between their high school and a postsecondary institution. Students must pass the college's qualifying exam in order to earn college credit or placement. Articulated college-level courses are taught by teachers at the high school.

### English Learner Program (EL Program)

The goal of the EL Program is to ensure that every EL attains proficiency in English and is able to learn grade-level AKS as quickly as possible. See page 25 and 42–43 for more on EL programs and specific courses.

### GIVE Centers (East and West)

The purpose of the two Gwinnett InterVention Education (GIVE) Centers is to provide an educational opportunity for students whose unacceptable behavior has excluded them from the regular school program for more than 10 days. Only those students who have been suspended by disciplinary hearing or referred by the courts are eligible to attend GIVE. Typically, students attend GIVE for 18 weeks (one semester) to one full academic year before returning to their home schools. See the “GCPS Student/Parent Handbook” and your school handbook for more on the discipline policy. (GIVE Center East, 770-338-4855; GIVE Center West, 770-246-5300)

### Grayson High School Technical Education Program

The Grayson High School Technical Education Program provides Career and Technical Education and training for GCPS students who are interested in a range of specialized programs, including veterinary science, cybersecurity, exercise physiology, and music technology. Students have the opportunity to earn credits toward graduation in 12 cutting-edge programs. These provide students with the knowledge and skills needed to enter the workforce, begin apprenticeship training, enter a postsecondary technical school, or continue toward a college degree. (770-554-7082) *See page 41 for details about the Grayson program, or go to [gcpsk12.org/graysontech](http://gcpsk12.org/graysontech).*

### Gwinnett Online Campus (GOC) ([gcpk12.org/gwinnettonline](http://gcpk12.org/gwinnettonline))

Gwinnett Online Campus (GOC) offers both a full-time, diploma-granting course of study at no charge, and tuition-based online courses outside of the school day. Online classes cover the same AKS curriculum that is offered at a traditional school. While *what* students learn may be the same, *how* online students learn will differ in many ways. Online students have homework, must meet deadlines, are required to participate in class discussions, and their learning is assessed much like their peers at other high schools. The difference is that these activities occur over the internet and students may complete coursework during the time of day that best fits their schedules. Online classes are best suited for students who are comfortable learning in a computer-based environment. *Visit the GOC website to learn more about the full-time school: [gcpk12.org/gwinnettonline/programs/full\\_time](http://gcpk12.org/gwinnettonline/programs/full_time).*

### **Supplemental Program**

Online Campus course offerings also are available to all GCPS students through the supplemental program. Students may take tuition-based online classes outside the regular school day, or may take classes as part of their regular school schedule during the school day without paying a fee. Students must have their counselor's approval to take an online course. Students register and pay at [www.mypaymentsplus.com](http://www.mypaymentsplus.com). Check [gcpsk12.org/gwinnettonline](http://gcpsk12.org/gwinnettonline) for more information about these options.

### **Hospital/Homebound/Teleclass**

This program is offered to students who cannot attend in a regular school setting due to illness or accident. Students must be projected to be absent a minimum of 10 consecutive school days. Contact your local school for the form necessary to enter the program. Course instruction is generally limited to Mathematics and Language Arts for a maximum of three hours per week. Instruction in other areas may be provided on a case-by-case basis, subject to personnel and funding. Arrangements to meet curricular needs beyond those provided by Homebound/Teleclass must be made through the local school Student Support Team.

### **International Baccalaureate (IB) Diploma Programme**

The International Baccalaureate (IB) Diploma Programme is a challenging academic program for highly motivated, college-bound students. Available at Norcross High and Shiloh High, the IB program includes two years of pre-IB and two years of IB curriculum, leading to the IB diploma. The program is comprehensive, covering all academic disciplines and theory of knowledge. Requirements for the IB diploma, which is offered in addition to the GCPS diploma, are structured to meet the entrance requirements of universities throughout the world. The IB program encourages students to ask challenging questions, develop a strong sense of their own identity and culture, and develop the ability to communicate with and understand people from other countries and cultures. A measure of the IB program's success is its recognition for college credit. (Norcross, 770-447-2635; Shiloh, 678-344-2679)

### **The International Newcomer Center (INC)**

The INC administers in-depth interviews and assessments to newcomers learning English (MS/HS). INC staff members consult with and assist local schools in determining the best possible school/grade/course placement for each student, focusing on student success. This includes tran-

script evaluation and counseling. The office also provides language services and support to district offices as well as local schools as they work with parents of English Learners. Interpretation services and training provide assistance to local schools as they build capacity to engage and connect with their parents and communities. The INC is located at 495 Maltbie Street in Lawrenceville. Families are seen by appointment only (770-985-5200).

### **Junior Reserve Officer Training Corps (JROTC)**

Currently, GCPS offers JROTC programs at 14 high schools— Air Force units at Collins Hill, Dacula, Meadowcreek, North Gwinnett, and Shiloh; Army units at Berkmar, Central Gwinnett, Discovery, Grayson, Norcross, and South Gwinnett; a Marine unit at Parkview; and Navy units at Duluth and Peachtree Ridge. JROTC programs are open to students in grades 9–12 from all Gwinnett schools. Students earning three credits of JROTC fulfill the state's PE/Health requirement toward graduation. *See page 39 for course descriptions.*

### **Maxwell High School of Technology**

Maxwell High School of Technology provides Career and Technical Education in 17 cutting-edge programs, including auto services, collision repair, cosmetology, fire science, flight operations, culinary arts, manufacturing, animation and digital media, and health science. These courses provide students with essential skills needed to enter the workforce, begin apprenticeship training, enter a postsecondary technical school, or continue toward a college degree. (770-963-6838) *See page 41 for details, or go to [gcpsk12.org/maxwellhs](http://gcpsk12.org/maxwellhs).*

### **Phoenix High School**

Phoenix High is a choice and complement to the traditional high school program, designed for students who may need a non-traditional setting to reach their potential. At Phoenix, students develop and demonstrate the knowledge and skills necessary for fulfilling adult roles, while becoming self-confident, independent learners. To be eligible to enroll at Phoenix, a student must be a Gwinnett County resident, be at least 16 years of age, and have attended one year of high school. Once a student has enrolled in the Phoenix High program, the student may not enroll in a traditional high school prior to the beginning of that school's next official semester. The main campus is located at 501 Pike St. in Lawrenceville. In partnership with Simon Youth Foundation, GCPS launched a satellite program, Phoenix High School at Sugarloaf Mills. Located at the Sugarloaf Mills mall in Lawrenceville, the satellite program features flexible

hours, individualized learning, and real-world experiences for students. Phoenix (770-513-6862). See [gcpsk12.org/PhoenixHS](http://gcpsk12.org/PhoenixHS) to learn more.

### **School of the Arts @ Central Gwinnett High School (SOTA)**

The School of the Arts @ Central Gwinnett High School provides students with an opportunity to study the Fine Arts at professional and pre-professional levels. Students audition for the Conservatory portion of this school during their 8th grade year. The conservatory offers focused training and high levels of study in the areas of: Theatre and Musical Theatre, Dance, Music Technology and Audio Production, Art and Design, Voice, and Creative Writing. The school also provides a Fellows program that allows students to transfer into the school with no audition in the above areas as well as Band and Orchestra. The Fellows program provides an advanced level of study but has more flexibility for students regarding coursework outside the arts. Visit [www.gcpsk12.org/sota](http://www.gcpsk12.org/sota) to learn more.

### **School-Plus Classes**

Community schools, located in each Gwinnett high school and Phoenix High, offer students the opportunity to take a needed course or retake a course they have previously failed in order to receive credit. School-Plus courses are offered on a space-available basis after the regular high school dismissal time. Full-time GCPS students may take one or two additional classes at these locations for a fee. Not all courses are offered at each community school location, so check with the local community school for details.

### **Special Education Program**

Special education services are available to high school students who meet specific eligibility criteria in the following program areas: specific learning disabilities,

intellectual disabilities, emotional and behavioral disorders, speech/language impairments, visual impairments and/or deaf/hard of hearing, orthopedic impairments, autism, traumatic brain injury, and other health impairments. An Individualized Education Program (IEP) is developed for students with disabilities who need specialized instruction. The student's IEP team develops and revises his or her IEP in accordance with state and federal rules. GCPS follows all due-process procedures under state and federal laws. Special classes are available for students who require more structured learning in a small-group setting. A critical component of a student's IEP is an Individual Transition Plan, written for each student to support his or her transition from school to adult life. (678-301-7110) See *page 43 for course descriptions*.

### **Summer School**

High School Summer School is a fee-based program that allows students to take courses to get ahead or to make up a class previously failed. Courses are open to all high school students, including designated courses for rising 9th graders. Face-to-face classes are offered at three high schools. However, transportation is not provided. Online summer courses are available through Gwinnett Online Campus. See *page 11*. Students register and pay for summer school courses online at [www.mypaymentsplus.com](http://www.mypaymentsplus.com). English Learner (EL) students may benefit from attending ESOL Summer School.

### **Work-Based Learning**

Work-Based Learning helps students apply knowledge and skills learned in the classroom to real-life situations in the workplace. Co-op and internship placement is available. Contact the Work-Based Learning coordinator, counselor, or advisor at your school for more information. Work-Based Learning is open only to juniors and seniors who turn 16 on or before September 1 of the current school year.

## **EXTRACURRICULAR OPPORTUNITIES**

Outside of the regular school day, Gwinnett students have many opportunities to participate in extracurricular activities. For a number of reasons, you're encouraged to participate in one or more extracurricular activities while you are in high school. For one, students who are involved are more connected to their school. For another, extracurricular competitions allow you to represent your school and earn recognition for your achievements. Extracurricular activities offer you a chance to learn something new or learn more about something that interests you, to develop a talent, or perform with your peers. Extracurricular activities also give you an opportunity to develop and demonstrate leadership. Following is a general introduction to extracurricular options that may be available. However, offerings vary from school to school. **Explore the options available at your school and get involved!**

## Eligibility for Competition

The governing body for all competitive interscholastic teams is the Georgia High School Association (GHSA). The GHSA by-laws state, “All students establishing eligibility as entering 9th graders are automatically eligible for the first semester.”

All entering 9th graders are eligible to try out for all GHSA-sanctioned activities at the high school. Students participating in GHSA events must meet GHSA eligibility requirements. To be eligible to participate in, practice in, and/or try out for interscholastic activities, a student must pass classes that carry at least 2.5 units counting toward graduation the semester immediately preceding participation.

*Note: The GHSA requirements for being on track for graduation and the GCPS promotion policy are not the same. Please refer to the high school requirements for promotion to see the differences in the requirements.*

Students may not practice or participate in athletic activities on a school day if they have been absent for more than one-half of the day or have served in-school suspension that day.

All student-athletes are subject to the GCPS Code of Conduct for Athletes, which sets high expectations and consistent consequences for all students participating in GHSA-sanctioned athletic activities. See the “Student Parent Handbook” for the Code of Conduct.

**Check with your high school coach or counselor on how Carnegie units earned in middle school affect NCAA eligibility.**

## Athletics

Gwinnett’s athletic programs focus on the importance of teamwork, how to cope with success and disappointment, and the necessity of physical well-being. High schools may offer the following athletic teams:

Adapted Sports	<i>Handball, basketball, and football are available for students with physical disabilities (Gwinnett Heat).</i>	Precision Rifle Team	<i>Available at Collins Hill, Duluth, North Gwinnett, and Parkview high schools.</i>
Baseball		Soccer	
Basketball		Softball (fast-pitch)	
Cheerleading		Swimming and Diving	
Competitive Cheerleading		Tennis	
Cross Country		Track	
Football		Volleyball	
Flag Football		Wrestling	
Golf			
Lacrosse	<i>The decision to offer lacrosse is based on student interest at the local school level.</i>		

## Academic Competition

GCPS high schools have a strong tradition of success in academic competitions. Here are just a few competitions in which students compete as teams or individuals.

Academic Decathlon	Odyssey of the Mind	
Debate	One-Act Play‡	‡GHSA-governed
DECA (marketing)	ProStart	extracurricular
FIRST Robotics	Quiz Bowl	competitions
Future Business Leaders of America (FBLA)	Readers Rally	
Future Georgia Educators	Science, Engineering, + Innovation Fair	
HOSA (future health professionals)	Science Olympiad	
Literary‡	SkillsUSA	
Mock Trial	Technology Student Association (TSA)	
Model UN	VEX Robotics	

# CHOICES AFTER HIGH SCHOOL

The choices you make now about high school and going on to further your education will affect your income and career opportunities for the rest of your life. Here are some numbers about income level, contrasted with unemployment rates for the same education levels.

Education Level	Median Annual Earnings of Individuals 25 and older*	Unemployment Rate*
High school dropout	\$30,784	5.4%
High school graduate	\$38,792	3.7%
Associate's degree	\$46,124	2.7%
Bachelor's degree	\$64,896	2.2%
Master's degree	\$77,844	2.0%

Sources: \*U.S. Bureau of Labor Statistics, Current Population Survey, 2019

Not to say that going on to a college or university for an associate's or bachelor's degree is the right path for everyone. It's not. But it *is* true that you'll have more success and satisfaction in whatever career you choose if you pursue more training and education in that field after high school. Having good options after high school depends on the good choices you make *during* high school. Make sure you do your best work to keep your options open. Whatever you choose, planning will make the difference in how many options you have, and how easy it is to explore them when the time comes.

## THE POSTSECONDARY PLANNING CALENDAR

### Freshman Year

- Challenge yourself to take the hardest classes in which you can be successful. Consider an Advanced Placement (AP) class if offered.
- Attend the Four-Year Plan orientation with your counselor or advisor. Complete your plan and discuss it with your family, teachers, advisor, and friends.
- Research career possibilities and required schooling.
- Open a GAfutures account online and keep up to date on HOPE and other student financial aid programs available through the Georgia Student Finance Commission by visiting the website at [www.GAfutures.org](http://www.GAfutures.org) or by calling 1-800-505-4732.
- Study, work hard, and earn the best grades you can.
- Get involved in extracurricular activities and service in your community. Start a portfolio of your best work and a record of achievement.
- Take the PSAT/NMSQT in October to determine college and career readiness for college admissions.
- Attend college fairs in your area and plan campus visits to colleges and technical schools.
- If you have an after-school or summer job, consider saving part of your paycheck for college expenses.
- Stay involved in school and community activities and keep adding to your record of achievement. Save copies of report cards, awards and honors, and items for your portfolio.
- Continue to update your account at [www.GAfutures.org](http://www.GAfutures.org), and keep up to date on changes to financial aid and admissions requirement.
- Consider Dual Enrollment, the state's dual-credit program, to earn both high school and college credit next year. *See pages 5 and 10 to learn more.*

### Junior Year

- Continue to give your best efforts in the classroom. The rigorous classes you registered for in the spring will help you develop the knowledge and skills you'll need for college.

### Sophomore Year

- When registering for this year's classes, take the most challenging classes in which you can be successful. Consider taking AP classes in your best subject areas.
- Participate in a career-interest activity with your counselor. Discuss results with parents, teachers, and peers.

- Register to take the PSAT/NMSQT in October for a small fee. Taking this assessment as a junior is REQUIRED to qualify for National Merit Scholarship competition and Georgia's Governor's Honors Program.
- Continue to update your account at [www.GAfutures.org](http://www.GAfutures.org), and keep up to date on changes to financial aid and admissions requirement.
- Read your Junior Newsletter and attend college fairs. Request information from colleges that interest you. Look for scholarship opportunities open to juniors. Consider visiting colleges with your family during breaks from school.
- Try out the FAFSA4caster— an online tool that allows you to get an early estimate of your federal aid eligibility. You'll find it at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).
- Register for and take the SAT and/or ACT (college-admissions exams) in the winter and spring of this year if you plan to go to college. Take one or both of the tests again in June if you need or want to raise your scores.
- Meet with your counselor to complete the Junior Review of your status toward graduation and to discuss your plans for postsecondary education or training after high school.
- Stay involved in extracurricular activities. Apply for leadership positions and add those to your record of achievement.
- Register for NCAA Clearinghouse if you want to be a college athlete at a Division I or Division II school.
- Begin the application process for a military academy appointment, if interested. In the fall, request a recommendation from your U.S. senator or representative.
- Use your summer wisely— work, volunteer, or take a summer course.
- Continue adding to your college savings.
- Write some of those college application essays during the summer before your senior year. Collect writing samples and assemble portfolios or make audition tapes.
- Attend Application for Graduation session with your counselor to confirm eligibility for on-time graduation and coursework still needed.
- Continue to update your account at [www.GAfutures.org](http://www.GAfutures.org), and keep up to date on changes to financial aid and admissions requirement.
- Retake SAT or ACT in fall. If attending a technical or two-year college, ask when you should take the ACCUPLACER Test for class placement.
- Read your Senior Newsletter, attend college fairs as you narrow your choices, and familiarize yourself with financial aid information. During the summer before and fall of your senior year, make contacts with your top-choice schools to show your level of interest.
- Know the difference between early action, early decision, and other admissions programs with early fall deadlines. If you feel strongly about a particular school, talk to your counselor and consider whether one of these admission programs is right for you. Meet all deadlines.
- For regular admission, select colleges or postsecondary schools and apply for admission in the fall. Some honors programs require separate applications or earlier deadlines. Meet all deadlines to ensure that your applications will be considered.
- Use the record of achievement you've been updating to help you fill out your college applications. Your teachers, counselor, and coaches also may find this information to be helpful as they write recommendations for you.
- Request letters of recommendation and transcripts well in advance of deadlines.
- Apply for scholarships and keep an eye on deadlines. Many are due in early spring, but some are due in the fall of your senior year.
- Complete the Free Application for Federal Student Aid (FAFSA) online at [FAFSA.gov](http://FAFSA.gov), beginning October 1. Be aware of financial aid deadlines for schools in which you are interested. FAFSA or the HOPE Scholarship and Grant Application is required for a student to be eligible for a portion of postsecondary tuition under HOPE at eligible Georgia schools.
- If applicable, complete the NCAA eligibility process, including sending final transcript.

## Senior Year

- Don't let up! Maintain an academically rigorous course of study. Colleges look at your senior schedule during the application process and may take back an offer of admissions if your grades slip second semester.
- Stay involved in extracurricular activities and pursue leadership opportunities.

## ONLINE RESOURCES... RESEARCHING POSTSECONDARY OPTIONS

### **GAfutures**

(Set up an account for postsecondary planning.)

[www.GAfutures.org](http://www.GAfutures.org)

### **College Board Online**

[www.collegeboard.org](http://www.collegeboard.org)

### **Go College**

(Check out Education Options.) [www.gocollege.com](http://www.gocollege.com)

### **University System of Georgia**

[www.usg.edu](http://www.usg.edu)

### **Federal Student Aid Publications**

(Set up a “MyFSA” to explore college and career options.)

[www.studentaid.ed.gov/pubs](http://www.studentaid.ed.gov/pubs)

### **American Council on Education**

[www.KnowHow2Go.org](http://www.KnowHow2Go.org)

### **College Guides**

[www.petersons.com](http://www.petersons.com), [www.eCampusTours.com](http://www.eCampusTours.com)

### **Virtual Job Shadow on the Student Portal**

[www.gcpsk12.org](http://www.gcpsk12.org) and navigate to the MYeCLASS tab.

## POSTSECONDARY ADMISSIONS AND PLACEMENT TESTING

Because colleges, universities, and technical colleges have varying admission policies, students should carefully research the admissions requirements for institutions to which they plan to apply. Your school counselor and advisor can give you advice on which test(s) may be right for you and how to register. All Georgia public colleges and universities accept either the SAT or the ACT Assessment for admission, while private institutions, as well as colleges outside of Georgia, may prefer one test over the other. Be aware of the admission and testing requirements and deadlines for the schools in which you are interested.

College-bound students are encouraged to take one or both of these college-admissions tests in the winter or spring of their junior year. Some students choose to take the tests more than once to increase their score with additional practice and time in the classroom. Most institutions will accept a student’s highest subtest score from different test administrations to combine for the highest composite score. Some students choose to submit scores for both the ACT and the SAT to give colleges a more complete picture of their abilities.

College-admissions tests require a fee, though fees may be waived for students from families with low incomes. Ask your counselor for more information about fee waivers if you think you might qualify. A Fee Waiver Form is submitted instead of money to cover college testing and admissions fees for eligible students.

### **PSAT/NMSQT**

The PSAT/NMSQT takes two hours and 45 minutes and is administered in October.

The PSAT/NMSQT includes Evidence-Based Reading and Writing (Reading, Writing, and Language) and Mathematics. The focus of the PSAT/NMSQT is on the knowledge and skills that matter most for college and career readiness. The PSAT/NMSQT has questions and tasks that more closely resemble what is happening in classrooms.

All scores from the SAT and PSAT/NMSQT are on a common score scale so that students and educators can track growth across assessments and target areas of knowledge and skills that need to be strengthened. Scoring ranges from 320 to 1520 for the composite with a range of 160 to 760 for each area score.

Budget permitting, GCPS covers the cost for PSAT/NMSQT for all 10th graders. For a small fee, GCPS 11th graders have the option to take the PSAT/NMSQT in order to qualify for the scholarships available through the National Merit Scholarship Foundation, including National Merit Scholarships, and scholarships awarded by American Indian Graduate Center, Asian & Pacific Islander American Scholarship Fund, Hispanic Scholarship Fund, Jack Kent Cooke Foundation, and United Negro College Fund. Only PSAT/NMSQT scores from the 11th grade administration may be used for these scholarship programs. PSAT/NMSQT scores also are required for consideration for the Georgia Governor’s Honors Program if SAT scores are unavailable. Students should ask their counselors for specific test dates or check the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

## SAT

The SAT reflects what is taught in the classroom. The focus is on the knowledge and skills that matter most for college and career readiness. The test is more complex than the PSAT/NMSQT and the tasks more challenging. All scores from the SAT and PSAT/NMSQT are on a common score scale so that students and educators can track growth across assessments, and target areas of knowledge and skills that need to be strengthened. Testing time is three hours plus 50 minutes for optional essay.

The test sections include evidence-based reading and writing (Reading, Writing and Language) and Mathematics. The optional essay is given at the end of the SAT. Students are encouraged to contact postsecondary institutions in which they are interested to determine if the essay component is required for admission.

Scoring is on a scale of 400–1600 points— Reading, Writing and Language (200–800 pts.) and Mathematics (200–800 pts.)— and includes no penalty for guessing. For details regarding content of this test, registration, test preparation, test center locations in Gwinnett and metro Atlanta, testing dates, and fees, go to the student section of [www.collegeboard.org](http://www.collegeboard.org).

## ACT

The ACT also is used for college admissions. The ACT consists of four multiple-choice tests in English, Mathematics, Reading, and Science. Test-takers have 175 minutes to complete the test. Students also may take the optional 40-minute Writing test for an additional fee. Go to [www.actstudent.org](http://www.actstudent.org) to register and to learn more about the test, test preparation, test center locations in Gwinnett and metro Atlanta, testing dates, and fees.

## Advanced Placement (AP) Exams

Optional subject-specific AP exams are given at the end of the school year and graded by the College Board. Many colleges either award college credit for passing the exams or allow a student to be exempt from certain courses. However, some colleges do not honor AP credit. Students should check with their college of choice. Budget permitting, GCPS covers the cost of one AP exam for each of the county’s AP students. (Students are required to pay a nominal registration fee). Students who choose to take additional AP exams are responsible for exam fees. The cost to take each exam is approximately \$95. Students with documented need may qualify for financial assistance to cover exam fees. College Board sponsors the AP program. Learn more about the tests, exam fees, exam calendar, and more at [www.collegeboard.org](http://www.collegeboard.org).

## ACCUPLACER TESTING

ACCUPLACER is an untimed, computer-based test that helps colleges evaluate reading, writing, and Mathematics skills in order to place students in appropriate courses. The test may have a fee for the student, depending on the institution. The results provide placement assessments that align with course requirements, diagnostic assessments to identify areas of strength and knowledge gaps, and skill-building support to provide intervention tools to improve skills and increase readiness for college. In Georgia, most two-year colleges and many four-year colleges and universities use the ACCUPLACER in the admissions process. Talk to your counselor or advisor to learn more, or go to <https://accuplacer.collegeboard.org/>

## ONLINE RESOURCES...

### PREPARING FOR COLLEGE TESTING

One of your best options when preparing for college-admissions tests is [www.GAfutures.org](http://www.GAfutures.org). The state’s free, one-stop site— sponsored by a number of state agencies and community partners— allows students to “plan, apply, and pay” for college.

On the site, you’ll find free, online test preparation resources for the SAT (requires an access code from your school), ACT, and ACCUPLACER, including tutorials, vocabulary help, and more. (Note: You must set-up a free account to use [www.GAfutures.org](http://www.GAfutures.org).)

The following websites also offer test prep resources. Look for “Test Prep” links on these pages:

[www.collegeboard.org](http://www.collegeboard.org)

[www.actstudent.org](http://www.actstudent.org)

### ONLINE RESOURCES... APPLYING TO COLLEGE

[www.GAfutures.org](http://www.GAfutures.org) (see above)

Apply to one or many of the state’s colleges with one application.

[www.commonapp.org](http://www.commonapp.org) The Common Application

Apply to one or many private and public colleges and universities with one application.

Check your school’s counseling web page or talk to your counselor for more resources on the college application and admissions process.

## ABOUT THE HOPE SCHOLARSHIP PROGRAM

Talk to your counselor if you have other questions about HOPE eligibility requirements.

### What are the requirements for earning a HOPE Scholarship or a Zell Miller scholarship?

To qualify for the HOPE Scholarship, a student must earn a minimum 3.0 cumulative grade point average in all academic classes in high school. Students must earn high school credit in advanced courses to qualify. Go to <https://gsfc.georgia.gov/hope> for more information. HOPE recipients must be enrolled in an eligible postsecondary institution. They must meet Georgia residency requirements and be a U.S. citizen or an eligible non-citizen. Applicants must be registered for selective service, if applicable, and may not have a drug conviction or be in default on a school loan. In addition to meeting the requirements above, Zell Miller Scholars must be their high school's valedictorian or salutatorian, or earn a 3.7 high school GPA or higher and post, in one sitting, an SAT combined score of 1200 or higher in math and reading or an ACT score of 26 or higher.

### What high school courses will count in determining HOPE eligibility?

All academic courses attempted in Language Arts, Mathematics, Science, Social Studies, and Modern/Classical Languages, including both required and elective courses in these subjects, count toward HOPE eligibility. If a student fails a class in a core subject, then retakes the class, both grades would be included in the student's HOPE grade point average. In order to qualify for the HOPE Scholarship, students are required to earn four or more credits in rigorous high school coursework. Students earning credit for courses in GCPS' standard sequence for math and Science (as well as foreign language or college-level Advanced Placement or International Baccalaureate classes) meet the HOPE rigor requirements.

### Will an "80" average in academic classes qualify a high school student for the HOPE Scholarship?

No. For HOPE, each individual course grade (expressed as a percentage) must be converted to a 4.0 scale, which means numeric averages are given a value on a 0–4 scale.

90%–100%—A (4 points)

80%–89%—B (3 points)

74%–79%—C (2 points)

70%–73%—D (1 point)

Below 70%—F (0 points)

For instance, a 77% has a value of 2.0, an 88% converts to 3.0, and a 94% is a 4.0.

### Are any high school classes given extra weighting?

For HOPE purposes only, grades in Advanced Placement (AP) and International Baccalaureate (IB) classes will be weighted in the following manner:

- Gwinnett students get a weight of 10 points added to their earned numerical grades in AP and IB courses for determining class rank and GPA for college applications.
- In determining HOPE Scholarship eligibility, the 10 points added by GCPS will be subtracted from the AP or IB numerical grade (for HOPE purposes only).
- For the HOPE average only, the "unweighted" numerical grade will be converted to a 4.0 scale, then .5 points will be added to the converted score. However, no grades higher than a 4.0 are awarded for the purpose of calculating HOPE eligibility. This formula also applies to grades earned through a dual-credit program.

**Example:** A student earns an 88 in AP Biology, and has a weighted numerical average of 98 with the 10 points. For determining class rank and GPA for college applications, the grade would be considered an "A" with a 98 numerical average and a 4.0 on the GCPS grading scale. For HOPE Scholarship eligibility only, the *unweighted* numerical average of 88, considered a "B," would be converted to a 3.0, then .5 would be added back for a 3.5. If the student had a 92 unweighted average (102 with the 10 points), the converted score would be a 4.0 both for class rank purposes and for HOPE purposes.

### Who calculates the HOPE average and determines eligibility for the Scholarship?

The Georgia Student Finance Commission, a state agency, calculates HOPE averages based on transcript information provided by Gwinnett County Public Schools. The school system does *not* calculate HOPE averages.

### Can students see their HOPE average?

Yes. At the end of the first semester of freshman year, your HOPE GPA will be calculated by GSFC, and will be available in your GAfutures account.

### Will the HOPE average be included on Gwinnett transcripts or report cards?

No. Because the HOPE average is not computed by GCPS, it will *not* appear on a student's transcript or report card.

## How and when do families learn a student's HOPE eligibility status?

Students will *not* receive automatic or direct notification of their HOPE eligibility status. Students and/or their parents may access the new website from the Georgia Student Finance Commission (GSFC)— [www.GAfutures.org](http://www.GAfutures.org)— and create a “My GAFutures Student Account.” Students with a My GAFutures account may access their HOPE GPA anytime, beginning in January of their 9th grade year. Students with a GAFutures account may access their HOPE GPA anytime, beginning in January of their 9th grade year. The state generally makes HOPE eligibility available for graduating seniors through these personal accounts in mid-June. After the state posts HOPE eligibility information on [www.GAfutures.org](http://www.GAfutures.org), families may contact the financial aid office of the college or postsecondary school the student is registered to attend in the summer or fall. Financial aid staff will have access to this information directly from the Georgia Student Finance Commission (GSFC).

## What do students have to do to keep the HOPE Scholarship?

To keep the scholarship, college students must maintain a 3.0 GPA or higher during the semesters in which they reach 30-, 60-, and 90-hours of credit earned. A student who loses the scholarship by dropping below a 3.0 average has one year to regain the scholarship by bringing his or her GPA back to a 3.0. Students may regain the scholarship only one time. Zell Miller Scholars must maintain a 3.3 average in college. If the student falls below the required 3.3 GPA, but maintains a 3.0 or higher, the student remains eligible for the regular HOPE award. Only undergraduates are eligible for HOPE funds, up to 127 semester hours.

## What does the HOPE Scholarship Program cover for eligible students?

Qualifying students may use HOPE award funds— the HOPE Scholarship and the Zell Miller Scholarship— toward tuition in degree-granting programs at *eligible* public, private, and for-profit colleges and universities in Georgia. A HOPE Grant may be used toward tuition for an *eligible* certificate or diploma program. The HOPE Scholarship Program is funded by the state lottery, and award amounts are adjusted annually based on lottery revenues.

Students attending *public* colleges or universities receive a HOPE award amount based on a per-hour rate at the institution he or she is attending. The money provided to HOPE Scholars varies, depending on the type of institution a student attends and the number of hours enrolled. *For instance, a HOPE Scholar carrying 15 hours at a research university with higher tuition would receive a larger award than a student taking 12 hours at a community college with lower tuition costs.*

The per-hour rate is based on a projection of qualifying scholarship recipients and expected lottery revenues for the school year. Students may not use HOPE funds to pay for remedial or developmental courses, and have a seven-year window in which to use HOPE after high school graduation.

Typically, the HOPE Scholarship award covers the bulk of a student's tuition costs, but does not cover fees, books, room, or board. That said, the HOPE Scholarship Program remains a significant source of college funding for many Georgia families.

The state's top students may qualify for the **full-tuition** Zell Miller Scholarship, reserved for high school valedictorians, salutatorians, and graduates with strong GPAs and test scores who plan to attend an eligible *public* college or university.

The *private* school award for both HOPE Scholars and Zell Miller Scholars is a set amount, regardless of hours enrolled.

Students qualifying for needs-based aid could qualify for a low-interest (1%) Student Access Loan (SAL), administered by GSFC. Find an application at [www.GAfutures.org](http://www.GAfutures.org). The SAL program provides interest rate and repayment incentives to those who complete their program of study within the designed program length, and students who work in designated public service sector jobs or in science, technology, engineering, or Mathematics (STEM) fields after graduation. Contact GSFC with questions.

*This section reflects HOPE Scholarship information as of July 2020. During your high school career, make sure to stay informed about any changes to this statewide program.*

*If you are interested in using a HOPE Grant to attend an eligible technical college, learn more on page 6 or review information on [www.GAfutures.org](http://www.GAfutures.org).*

**Questions? Call 1-800-505-GSFC (4732) or  
770-724-9000, or check online at  
[www.GAfutures.org](http://www.GAfutures.org).**

## CAREER CLUSTERS/PATHWAYS

Georgia high school students have the opportunity to test drive a possible career by pursuing a Career Pathway, a concentration of three to four designated technical and/or academic courses that offer a seamless path to postsecondary work in college or technical school in a designated field. The creation and implementation of Pathways is a national trend as U.S. high schools prepare students for college and career in the 21st century. In Georgia, Pathways fall under 17 broad Career Clusters, ranging from Engineering and Marketing to Advanced Academics and Fine Arts. State law requires 9th graders, with help from their family and school advisors, to select a Career Pathway to explore during high school, with the possibility of real-life experience in the field before graduation. Most, but not all, Pathways approved by the state are available in traditional Gwinnett high schools or one of GCPS' specialized high schools— the Grayson

High School Technical Education Program or Maxwell High School of Technology. Students attending an Academy high school— currently Berkmar, Central Gwinnett, Discovery, Lanier, Meadowcreek, Shiloh, and South Gwinnett— will take both core and elective courses reflecting one of the available Academies. Courses that make up a Pathway may be taken as an individual elective course, but the strength of the Pathway lies in completing an established program of study. Students pursuing most Pathways, particularly those with a career or technical focus, may have the opportunity to take a culminating exam, finishing high school studies with an industry-specific certificate, credential, or endorsement. End-of-Pathway assessments are sanctioned by the Georgia Department of Education, and reflect national industry standards, national occupational assessments, or state licensures/ state-developed assessments.

### Clusters and Pathways in GCPS' Traditional High Schools

Each Gwinnett County high school offers a selection of courses needed to complete an Academic or Career Pathway.

Not all Pathways are available in every high school.

#### Academic Pathways

- **Advanced Academics**— Language Arts, Mathematics, Science, and Social Studies  
*Must indicate a progression and growth of knowledge and skills in the area, and include four credits in the core area (three credits in Social Studies) with at least one advanced course (Advanced Placement, International Baccalaureate, or Dual Enrollment), and two credits in one world language.*
- **World Language**— Chinese, French, German, Latin, Spanish, and Spanish for Native Speakers (See page 36 for details.)  
*Must indicate a progression and growth of knowledge and skills in area, and include three credits in one world language.*
- **Fine Arts**— Visual Arts, Theatre, Dance, Music, and Journalism (See page 37 for details.)  
*Must indicate a progression and growth of knowledge and skills in area, and include three full credits in one of five areas (either general within the area or with a specialized focus).*

#### Career and Technical Education Career Clusters

More than 60 Pathways are available in these 17 Career Clusters. (See page 40 for more information about these career areas.)

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education and Training
- Energy
- Finance
- Government and Public Administration

- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- STEM (Science, Technology, Engineering, and Mathematics)
- Transportation, Distribution, and Logistics

### Pathways in GCPS' Specialized Schools

Additional Career and Technical Education Pathways may be pursued through GCPS' specialized programs.

**The Grayson High School Technical Education Program**— Commercial Photography; Culinary Arts; Cybersecurity; Entrepreneurship; Exercise Physiology; Graphic Design; Information Technology and Network Systems; Law and Justice; Music Technology; Sports Medicine; Veterinary Science; Video Production

**Maxwell High School of Technology**— Animation and Digital Media; Architecture, Drawing, and Design; Automotive Services (I and II); Carpentry; Collision Repair (I and II); Cosmetology; Culinary Arts; Early Childhood Education; Electronics; Fire Science; Flight Operations; Graphic Design and Production; Health Science (Allied Health, Emergency Medical Responder); Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR); Law and Justice; Manufacturing; and Welding

## THE FOUR-YEAR PLAN AND CAREER CLUSTERS/PATHWAYS

The Four-Year Plan takes into consideration your academic abilities, career goals, interests, and plans for additional education beyond high school. The purpose of the plan is to familiarize you with graduation requirements and to get you thinking about life after high school... What you want to do with your future, where you want to go, and what you need to do in high school to make it happen. Each spring, you'll register for classes for the next year. Your teachers will advise you about a recommended course selection and level of difficulty, based on your prior academic performance. As a result, your initial plan might change with future registrations. While teachers, counselors, advisors, and administrators will make every effort to give you the best advice, ultimately, you are responsible for taking the correct courses for graduation. Make sure your parents know your plans and keep them updated on your progress toward meeting requirements for graduation. Talk to your counselor or advisor if you have any questions. The following list of required courses and course sequences is designed to help you as you develop your Four-Year Plan. Please keep in mind that these sequences may be modified to accommodate special circumstances. However, the majority of students will adhere to the course sequences listed below. Unless noted, you would take a full year (1 credit) of the designated course.

### Career Clusters/Pathways

Georgia students choose a Career Cluster/Pathway. Under this model, you— with the help of parents, teachers and guidance counselors— will choose a Pathway in one of 17 Career Clusters, or in the areas of Advanced Academics, World Language, or Fine Arts. You can select your Pathway based on what you want to do after graduation and take a core set of classes and electives based on your chosen field. You have the freedom to switch Pathways or Clusters if you discover a particular area is not your passion. You can choose Pathways that lead to two-year, four-year, or technical colleges, or directly into careers. *See page 20 for an overview, and pages 40–41 for details.*

*The Four-Year Plan Worksheet (for a regular-schedule school or block-schedule school) is on the following pages. Specific course descriptions can be found on pages 26–39. **Gifted and Honors sections are designated in selected subjects by local schools.***

### Language Arts – 4 Units

- 9th Grade Literature and Composition
- 10th Grade Literature and Composition *or* AP English Language and Composition
- 11th Grade American Literature and Composition ● *or* AP English Language and Composition with American Literature focus ●
- 12th Grade British Literature and Composition *or* Critical Literacy *or* AP English Language and Composition *or* AP English Literature and Composition

### Mathematics – 4 Units

Students will be placed in Mathematics courses based on their achievement in the prerequisite course or local school decision. (*See page 24 for recommended sequences.*) Mathematics is required every year. Four units, including Algebra I, Geometry, and Algebra II, or their equivalent, are required for graduation. An End of Course assessment is required for Algebra I ● or the accelerated equivalent.

### Science – 4 Units

- Biology ●
- Chemistry
- Physics *or* AP Physics I
- Approved 4th Science course

### Social Studies – 3 Units

- World History *or* AP World History
- U.S. History ● *or* AP U.S. History
- Economics *or* AP Macroeconomics *or* AP Microeconomics (½ Unit)
- American Government and Civics *or* AP American Government (½ Unit)

### Health and Physical Education – 1 Unit

Personal Fitness (½ Unit) and Health (½ Unit) *or* JROTC (3 Units)

### Modern or Classical Language\*, Fine Arts, Career and Technical Education\*\* – 3 Units

Any combination.

\*Note: *At least 2 units of the same Modern or Classical Language are required for admission to University System of Georgia schools. Be aware of requirements for colleges you are interested in attending.*

### Additional Required Electives – 4 Units

Any combination.

● **State-mandated End of Course assessment required. EOC not required for certain AP/IB courses.**

# TENTATIVE FOUR-YEAR PLAN OF STUDY FOR STUDENTS ENTERING REGULAR-SCHEDULE HIGH SCHOOL IN 2020-21

Student \_\_\_\_\_ Student Number \_\_\_\_\_  
 Teacher/Advisor \_\_\_\_\_ Academic or Career and Technical Education Pathway \_\_\_\_\_  
 Student Signature \_\_\_\_\_ Date Plan Completed \_\_\_\_\_

## GRADUATION REQUIREMENTS

Students are **required** to pass the High School Gateway Assessment, as well as core classes requiring an End of Course assessment, in order to earn a regular high school diploma.

Subject	Language Arts - LA	Mathematics - MA	Science - SC	Social Studies – SS	Health & Physical Education	Modern or Classical Language*, Fine Arts, Career and Technical Education	Electives	Total
Credits Required	4 Credits; including 1 Credit of 9th Gr. Lit. & Comp., and 1 Credit of 11th Gr. Am. Lit. & Comp. 	4 Credits; including Algebra I, Geometry, and Algebra II (or equivalent) and approved 4th math course. 	4 Credits; including Biology, Chemistry, Physics, and approved 4th Science course 	3 Credits; including 1 Credit World History, 1 Credit U.S. History, .5 Credit Am. Govt. & Civics, and .5 Credit Economics 	1 Credit; including .5 Credit Personal Fitness, and .5 Credit Health <u>OR</u> 3.0 Credits JROTC 	3 Credits (Any Combination) 	4 Credits	23 Credits

Gifted and Honors sections are designated in selected subjects by local schools.

**\*2 credits of the same modern or classical language are required for university admissions in the state of Georgia.**

## MY CHOICES

9th Grade	10th Grade	11th Grade	12th Grade
LA _____ MA _____ SC _____ 1st Semester _____ 2nd Semester _____	<b>For promotion to 10th grade: 5 Credits</b> LA _____ MA _____ SC _____ SS _____ 1st Semester _____ 2nd Semester _____	<b>For promotion to 11th grade: 11 Credits</b> LA _____ MA _____ SC _____ SS _____ 1st Semester _____ 2nd Semester _____	<b>For promotion to 12th grade: 17 Credits</b> LA _____ MA _____ SC _____ SS _____ 1st Semester _____ 2nd Semester _____

English Learner (EL) students may need to attend EL Summer School.





## GWINNETT COUNTY PUBLIC SCHOOLS RECOMMENDED HIGH SCHOOL MATHEMATICS SEQUENCES

**Important: Mathematics is a required course every year.**

9th Grade	10th Grade	11th Grade	12th Grade
If a student is taking Algebra I in 9th grade, this is the recommended sequence for high school.			
Algebra I <i>EOC assessment</i>	Geometry	Algebra II	Pre-calculus
If a student is taking Geometry in 9th grade, this is the recommended sequence for high school.			
Geometry	Algebra II	Pre-calculus <i>or Accelerated Pre-calculus</i>	AP Statistics <i>or AP Calculus AB or AP Calculus BC</i>
If a student is taking Accelerated Geometry in 9th grade, this is the recommended sequence for high school.			
Accelerated Geometry	Accelerated Pre-calculus	AP Calculus AB <i>or AP Calculus BC or AP Statistics</i>	Advanced Calculus II <i>or</i> Multivariable Calculus <i>or Dual Enrollment</i>
If a student is taking Accelerated Pre-calculus in 9th grade, this is the recommended sequence for high school.			
Accelerated Pre-calculus	AP Calculus AB <i>or AP Calculus BC</i>	Advanced Calculus II <i>or</i> Multivariable Calculus <i>or Dual Enrollment</i>	Number Theory <i>or</i> Differential Equations <i>or Dual Enrollment or AP Statistics</i>

- Four units of Mathematics are required for all students for graduation, including Algebra I, Geometry, and Algebra II, or their equivalent.
- Students will be placed in Mathematics courses based on their achievement in the prerequisite course or local school decision.
- Students are required to participate in state-mandated End of Course assessments (indicated by EOC assessment) to earn credit for designated high school course.
- Gifted sections are designated by local schools.
- Additional fourth-year options also may be available based on local school offerings, including Statistical Reasoning, Advanced Mathematical Decision Making, Calculus, College Readiness Mathematics, and Mathematics of Finance. If AP Statistics is taken following Accelerated Geometry, students would then take Accelerated Pre-calculus as juniors and AP Calculus as seniors.
- See “State Math Course Alignment” documents for high school, available on the GCPS website, for Georgia Department of Education (GaDOE) course names.
- Special education students with an Individualized Education Program (IEP) should discuss math sequence options with their counselor.

## TYPES OF COURSES

*Gwinnett County Public Schools' high school curriculum offers all students rigorous academic coursework in preparation for college and other postsecondary plans. In addition, students may qualify for additional services. Following is more information about these options.*

### Academic Honors Courses

Honors classes are designed for students who have mastered prerequisite knowledge and skills, allowing for more in-depth coverage of the Academic Knowledge and Skills (AKS) for that course. Courses are offered in Language Arts, Science, Social Studies, and Modern and Classical Languages. *Honors sections are designated in selected subjects by local schools.*

### Academic Gifted Courses

Gifted education classes are available to students who meet specific eligibility criteria established by the state Board of Education. The program offers complex subject matter in Language Arts, Mathematics, Science, Social Studies, and Modern and Classical Languages. Gifted education courses extend GCPS' AKS for students who excel intellectually and academically. Courses are taught by teachers with additional training and certification in gifted education. High schools also offer Directed Study classes and the QUEST Internship Program for gifted education students. Directed Study students complete and present an individual research project, planned and developed under the supervision of a gifted program teacher. In the internship program, students spend a portion of the school day in an in-depth career exploration with a mentor in the community. *Gifted sections are designated by local schools.*

### Advanced Placement (AP) Courses

Advanced Placement (AP) courses are college-level classes taught at the high school by high school teachers with additional training and/or certification. AP coursework is demanding and recommended for students who are mature and have strong study skills. AP classes are writing-intensive and rigorous. Optional subject-specific AP exams are given at the end of the school year. Many, but not all, colleges award credit for passing the exams or allow a student to be exempt from certain college courses. Students should check the AP policy for their college of choice. *(See more about exams and fees on page 17.)* Among the AP courses offered in Gwinnett County high schools are English Literature and Composition, English Language and Composition, European History, World History, U.S. History, Comparative Government,

U.S. Government, Macroeconomics, Microeconomics, Psychology, Human Geography, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics B, Physics C, Environmental Science, Spanish, French, German, Latin, Computer Science, Music Theory, Art History, Studio Drawing Portfolio, 2-D Design Portfolio, and 3-D Design Portfolio. Check with your counselor to see which courses are offered at your school.

### ESOL Courses

ESOL courses ensure that high school English Learners (ELs) gain English proficiency while learning high school AKS. The English Language Proficiency (ELP) of each EL is determined upon enrollment and then assessed annually with ACCESS for ELLs testing. Course placement is determined based upon a student's ELP. ESOL courses develop academic language across disciplines and the reading, writing, speaking, and listening skills required for academic achievement. Once ELs have sufficient proficiency in English, students take sheltered or cluster core courses with ESOL-certified teachers. High-proficiency ELs take mainstream classes with support from the classroom teacher. *See pages 42–43 for more on the EL Program and specific courses.*

### Special Education Courses

Special education services are available for high school students who meet specific eligibility criteria set by the state in the following program areas: specific learning disabilities, intellectual disabilities, emotional and behavioral disorders, speech/language impairments, visual impairments and/or deaf/hard of hearing, orthopedic impairments, autism, traumatic brain injury, and other health impairments. An Individualized Education Program (IEP) is developed for students who need specialized instruction. Special education services may be provided in either a general education or separate classroom, depending on the student's needs. Special education programs are taught by teachers with additional training and certification in special education. *See page 43 to learn more.*

**Get details on other learning opportunities and additional programs on pages 10–12.**



## COURSE DESCRIPTIONS

### About This Section

Following are descriptions for courses typically offered to Gwinnett high school students. *Whether or not a particular course is offered at a given school depends on faculty expertise, student demand, master schedule, etc. Students at Academy schools may have additional options depending on their career pathway. Gifted and Honors sections are designated in selected subjects by local schools.*

Most semester courses carry one-half (.5) unit of credit. A course running two semesters carries one (1.0) unit of credit (1 unit = 1 year-long course). Students attending a school on a semester block schedule earn a full credit or unit per class each semester. Any prerequisite or required tests are listed with the course. If there are no prerequisites or required tests, this space is left blank in the course description.

The course descriptions note the placement levels available for the course. Honors courses indicate placement for students who have mastered prerequisite skills and knowledge that would allow for more in-depth instruction of the AKS for that course. Gifted education courses are taught by gifted education-certified instructors for students who have been identified for placement in the gifted education program through state-mandated eligibility requirements.

English to Speakers of Other Languages (ESOL) courses taught by ESOL-certified teachers are available to English Learners (EL). AKS content is taught in a manner that specifically develops the academic language of each EL. *See pages 42–43 for more information about the EL Program and specific courses.*

GCPS provides special education programs and services for students who meet eligibility criteria established by the Georgia Department of Education. An Individualized Education Program (IEP) is developed for students who need specialized instruction. *See page 43 for more information.*

*Students may pursue an Academic Pathway in one of three areas: Advanced Academics (Language Arts, Mathematics, Science, or Social Studies), World Language, or Fine Arts. A Pathway includes three or more credits in one of the areas— either general within the area or with a specialized focus— and shows a progression and growth of knowledge and skills in the area. See page 20 to learn more.*



## LANGUAGE ARTS

### 9th Grade Literature and Composition - Required - 2 Semesters

This year-long, one credit course focuses on the acquisition of reading, writing, speaking, listening, and language skills. Through extensive reading of literary and informational texts, students develop an understanding of how to cite strong and thorough textual evidence to support analysis, reflection, and research. In conjunction with reading skills, the study of composition includes a focus on argumentative, informative/explanatory, and narrative writing as well as research skills. Speaking and listening skills are acquired through participation in collaborative discussions as well as formal and informal presentations. Language and vocabulary study are integrated within the context of reading, writing, speaking, and listening skills.

### 10th Grade Literature and Composition - 2 Semesters

This course includes a balance of composition, applied grammar, and both literary and informational texts, with a focus on world literature and documents from world and American history. Students will analyze and respond

to increasingly complex texts appropriate for 10th graders. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

**11th Grade American Literature and Composition - Required - 2 Semesters** (*AP English Language and Composition with American Literature focus may satisfy this requirement.*) *Requires state End of Course assessment.*

In American Literature and Composition, students closely analyze American literature, considering how texts can be central to our nation's founding, contribute essential and diverse perspectives, and highlight what it means to be an American. This course includes a balance of composition, applied grammar, literary, literary non-fiction, and informational texts with a focus on American authors and historical documents and a comparative analysis of them. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

**12th Grade British Literature and Composition - Required - 2 Semesters**

British Literature and Composition students closely analyze world literature and consider how humans define and interact with the unknown, the tragic, the triumphant, and the heroic. This course includes a balance of composition, applied grammar, literary and informational texts, a focused unit on British authors and historical documents, and comparative analysis. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

**Advanced Composition - Elective or Core - Gr. 10 or 12**

This course is designed for students who need an additional .5 unit in Language Arts. The course uses a variety of media and literature, and focuses on developing the student's writing skills.

**AP English Language and Composition (with American Literature focus) - Elective - 2 Semesters - Gr. 11**

Students become skilled readers of prose (with an emphasis on American literature) and skilled writers who compose for a variety of purposes. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP English Language and Composition - Elective - 2 Semesters - Gr. 10 or 12 (May count for 12th Grade British Literature and Composition with permission.)**

In this course, students read complex texts with understanding and write engaging prose that emphasizes content, purpose, and audience. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP English Literature and Composition - 2 Semesters - Gr. 12 (May count for 12th Grade British Literature and Composition with permission.)**

This survey course engages students in the careful reading and critical analysis of literature. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**Multicultural Literature and Composition - Elective - 2 Semesters - Gr. 12**

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.

**Journalism/Newspaper - Elective - Up to 8 Semesters - Gr. 9–12 Prerequisite - Teacher Recommendation.**

This course is designed to train students in the production of a school newspaper. The fundamentals of journalism and newspaper production are taught. Interview techniques, event coverage, and the business and legal aspects of newspaper production are included. *See page 37 to learn more about the Journalism Pathway.*

**Journalism/Literary Magazine - Elective - Up to 8 Semesters - Gr. 9–12 Prerequisite - Teacher Recommendation.**

This course is designed to train students in the production of a literary magazine. The fundamentals of journalism and literary magazine production are taught, including writing, collecting materials, planning, editing, designing layout, proofreading, and managing finances for a magazine. This course involves the production and sale of a literary magazine. *See page 37 to learn more about the Journalism Pathway.*

**Journalism/Yearbook - Elective - Up to 8 Semesters - Gr. 9–12 Prerequisite - Recommendation of Yearbook Advisor.**

This course provides students who are interested in journalism with an opportunity to explore and to experience the process involved in the creation of a large publication, including preplanning, designing layouts, copyrighting, proofreading, organizing visuals, and managing finances, all of which involve creativity. This course involves the production and sale of the yearbook. *See page 37 to learn more about the Journalism Pathway.*

**Library Science I - Elective - 2 Semesters - Gr. 10–12 Prerequisite - Recommendation of Media Specialist.**

Students are introduced to the classification, location, and use of media center resources and the use and care of instructional equipment. Issues of legality, including copyright and the appropriate use of online resources, are studied. Library science and information literacy skills are taught through media activities. This course is an academic elective.

**Library Science II - Elective - 2 Semesters - Gr. 10–12 Prerequisite - Library Science I and Recommendation of Media Specialist.**

Library Science II is an in-depth study of the classification, location, and use of media center resources and the use and care of instructional equipment. Issues of legality



and electronic information resources are emphasized. Advanced library science and information literacy skills are taught through media activities. This course is an academic elective.

**Library Science III - Elective - 2 Semesters - Grades 10–12** *Prerequisite - Library Science II and Recommendation of Media Specialist.*

Designed to meet the needs of advanced library science students, independent units and projects incorporating the knowledge and skills learned in Library Science I and II are designed for the individual student. This course is an academic elective.

**Writer's Workshop - Elective - 1 Semester**

In this course, students explore different writing genres—narrative, descriptive, persuasive, and expository modes of discourse— and study different writers and their writing styles. Students have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. Focusing on the writing of original fiction and poetry, this course also may focus on drama, screenwriting, and creative nonfiction. Workshop sessions, contemporary performances, and representative readings in a variety of genres and publications are included.

**Oral/Written Communication (Public Speaking) - Elective - 1 or 2 Semesters**

Oral/Written Communication focuses on developing public speaking skills. Students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective

oral delivery. The course focuses on critical thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. Students will analyze professional speeches to enhance their knowledge of solid speechwriting.

**Literary Types and Composition - Elective - 1 Semester**

This course focuses on the major forms of fiction and non-fiction—short story, folktale, poetry, drama, essay, biography, autobiography, memoir, and editorial— and a thorough study of the elements of each literary genre. The following writing genres are emphasized: narrative, persuasive, expository (informational), and technical. The course focuses on organizational structures and instruction in language conventions within the context of reading, writing, and speaking. Students will observe and listen critically and respond appropriately to written and oral communication in a variety of genres and media.

**Reading/Writing I - Elective - 8 Semesters**

This course is designed to support students in deepening their understanding of the Language Arts AKS. Emphasis is placed on the reading and writing strands of the AKS with attention given to content-area reading and writing.

**Speech/Forensics (Competitive Speaking) - Elective - 1 or 2 semesters**

This course is a detailed study of forensic speaking, including extemporaneous speaking, oration, interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research, and delivery skills. Critical thinking is a major component of this course.



## MATHEMATICS

Students will be placed in Mathematics courses based on their achievement in the prerequisite course or local school decision. Note that four units of Mathematics are required for graduation, including Algebra I, Geometry, and Algebra II, or their equivalent. *See page 24 for recommended sequences for math courses.*

**Algebra I - 2 Semesters** *Requires state End of Course assessment.*

This is the first in a sequence of Mathematics courses designed to allow students to complete Pre-calculus in their high school program and enter college at the Calculus level. It includes linear, quadratic, and exponential expressions; functions and their graphs; equations and inequalities; statistics; and curve fitting.

**Algebra I Strategies - Elective - 2 Semesters**

The purpose of this elective is to provide additional support to students who have difficulty meeting math AKS on grade level. This course is taken simultaneously with Algebra I, giving extra time and using a variety of strategies to help students build a stronger foundation for success in their current and future Mathematics courses.



**Accel. Algebra I - 2 Semesters** *Requires state End of Course assessment. Prerequisite - Algebra I or equivalent.*

This is the first in a sequence of Mathematics courses designed to prepare students to take Advanced Placement (AP) Calculus AB or BC in their high school program. The course incorporates 1½ years of the content in the standard math sequence. It includes linear, quadratic, and exponential expressions; functions and their graphs; simple equations; sample statistics; curve fitting; transformations in the coordinate plane; similarity, congruence, and proof; and right triangles and right triangle trigonometry.

**Geometry - 2 Semesters** *Prerequisite - Algebra I.*

This is the second in a sequence of Mathematics courses designed to prepare students to enter college at the calculus level. It includes transformations in the coordinate plane, similarity, congruence and proof; right triangles and right triangle trigonometry; properties of circles; and applications of probability.

**Accel. Geometry - 2 Semesters** *Prerequisite - Accel. Algebra I.*

This is the second in a sequence of Mathematics courses designed to prepare students to take AP Calculus AB or BC in their high school program. The course incorporates 1½ years of content in the standard math sequence. It includes properties of circles; applications of probability; quadratic, exponential, logarithmic, and higher degree polynomial functions; rational and radical relationships; and mathematical modeling.

**Geometry Strategies - Elective - 2 Semesters**

The purpose of this elective is to provide additional support to students who have difficulty meeting math AKS on grade level. This course is taken simultaneously with Geometry, giving extra time and using a variety of strategies to help students build a stronger foundation for success in their current and future Mathematics courses.

**Algebra II - 2 Semesters** *Prerequisite – Geometry.*

This is the third in a sequence of Mathematics courses designed to prepare students to enter college at the calculus level. It includes quadratic, exponential, logarithmic, and higher degree polynomial functions; rational and radical relationships; mathematical modeling; and population means, standard deviations, and normal distributions.

**Algebra II Strategies - Elective - 2 Semesters**

The purpose of this elective is to provide additional support to students who have difficulty meeting math AKS on grade level. This course is taken simultaneously with Algebra II, giving extra time and using a variety of strategies to help students build a stronger foundation for success in their current and future Mathematics courses.

**Pre-calculus - 2 Semesters** *Prerequisite - Algebra II.*

This is the fourth in a sequence of Mathematics courses designed to prepare students to enter college at the calculus level. It includes trigonometric and inverse trigonometric functions; basic trigonometric identities and the laws of sines and cosines; vectors; conics; matrices; and probability.

**Accel. Pre-calculus - 2 Semesters** *Prerequisite - Accel. Geometry or Algebra II.*

This is the third in a sequence designed to prepare students to take AP Calculus AB or BC. It includes trigonometric and inverse trigonometric functions; basic trigonometric identities and the laws of sines and cosines; vectors; conics; matrices; inferences; probability; and polar and parametric equations.

**AP Statistics - Option - 2 Semesters**

This course includes in-depth experience in statistical concepts and methods, including data collection and exploration, experimental and theoretical probability, probability distributions, and descriptive and inferential statistics. Projects involve planning a study, anticipating patterns, producing models, and confirming models. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP Calculus AB - Option - 2 Semesters** *Prerequisite - Accel. Pre-calculus.*

Topics include limits, derivatives and integrals of algebraic and transcendental functions, continuity, applications of derivatives to related rates, maxima and minima, curve sketching, integration formulas, applications of the definite integral, and methods of integration. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP Calculus BC - Option - 2 Semesters** *Prerequisite - Accel. Pre-calculus.*

Topics include limits, derivatives and integrals of algebraic and transcendental functions, continuity, applications of derivatives to related rates, maxima and minima, curve sketching, integration formulas, applications of the definite integral, methods of integration, graphing, and integrating in polar coordinates, infinite sequences and series, power series, vectors, and differential equations. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**Advanced Calculus II - Option - 2 semesters** *Prerequisite - AP Calculus AB.*

Topics include integral evaluation, limits of sequences, application of function concepts, application of polar coordinates, L'Hospital's Rule, Pappus's Theorem on surface area, application of Taylor's Theorem, MacLaurin series, differentiation and integration of power series, three dimension coordinate geometry, vectors, and vector calculus.

**Multivariable Calculus - Option - 2 semesters** *Prerequisite - AP Calculus BC.*

Topics include three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with two independent variables; partial differentiation; multiple integration; the gradient; the divergence; the curl; Theorems of Green, Stokes, and Gauss; line integrals; integrals independent of path; and linear first-order differential equations.

**Number Theory - Option - 2 Semesters** *Prerequisite - Advanced Calculus II or Multivariable Calculus.*

This course is an introduction to number theory. It includes a focus on discrete Mathematics, logic, and set theory. There is a strong focus on the presentation of mathematical ideas through both written and oral communication.

**Differential Equations - Option - 2 Semesters** *Prerequisite - Advanced Calculus II or Multivariable Calculus.*

This course is an introduction to ordinary differential equations. It includes the solution of first, second, and higher order differential equations; systems of differential equations; series solutions; and Laplace transforms.

**College Readiness Mathematics - Option - 2 Semesters** *Prerequisite - Algebra II.*

This course is designed for students who have completed Algebra I, Geometry, and Algebra II, but are still struggling with high school Mathematics standards that are essential for success in first-year college Mathematics courses required for non-STEM majors. The course focuses on key content and practice standards to ensure that students will be ready for postsecondary academic courses and career preparation in non-STEM fields. Emphasis is placed on numeracy, algebra and functions, geometry, and statistics in a variety of contexts.

**Statistical Reasoning - Option - 2 Semesters** *Prerequisite - Algebra II.*

This course provides experiences in statistics, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, design and implement a plan to collect the appropriate data, select appropriate graphical and numerical methods for data analysis, and interpret their results to make connections with the initial question.

**Advanced Mathematical Decision Making - Option - 2 Semesters** *Prerequisite - Algebra II.*

This 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 use of network models for making informed decisions.

**Mathematics of Finance - Option - 2 Semesters** *Prerequisite - Algebra II.*

This course concentrates on the mathematical concepts necessary to understand and make informed decisions related to personal finance. The math concepts explored in the course will be tied to topics covered in prior courses, including numbers and operations, algebra, geometry, data analysis, and statistics. The course will extend the student's understanding of when and how to use math applications appropriately in personal finance.

**Calculus - Option - 2 Semesters** *Prerequisite - Pre-calculus.*

Topics include functions, limits and continuity, derivatives, applications of derivatives, integrals, and applications of the integral. Additional process skills include problem-solving, estimating, analyzing, and reasoning.

## SCIENCE

### **Biology - Required - 2 Semesters - Gr. 9**

*Requires state End of Course assessment.*

Concepts for this two-semester course include 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. (Honors Biology and Gifted Biology require an experimental science project.)

### **Chemistry - Required - 2 Semesters - Gr. 10**

This two-semester course addresses the structure of atoms, the structure and properties of matter, and the conservation and interaction of energy and matter. Students will investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. (Honors Chemistry and Gifted Chemistry require an experimental science project.)

### **Physics - Required - 2 Semesters - Gr. 11**

*(AP Physics 1 and 2 also satisfy this requirement.)*

This course is a rigorous approach to an in-depth study of matter in motion. Emphasis is placed on mechanics, sound, light, electricity, magnetism, and modern physics.

### **AP Physics 1 - Elective - 2 Semesters - Gr. 11–12**

*(May count for Physics Graduation Requirement.)*

AP Physics 1 is an algebra-based course equivalent to an introductory college course (1st semester). Students develop an understanding of the foundational physics principles. Through an inquiry-based approach, students develop content knowledge and critical-thinking skills, including kinematics, Newton's laws, and simple harmonic motion. The objectives for this course follow the College Board Framework, preparing students for the optional Advanced Placement Physics 1 exam.

### **AP Physics 2 - Elective - 2 Semesters - Gr. 11–12**

*(Will count for Physics Graduation Requirement.)*

AP Physics 2 is an algebra-based course equivalent to an introductory college course (2nd semester). Students develop an understanding of the foundational physics principles. Through an inquiry-based approach, students develop content knowledge and critical-thinking skills, including thermodynamics, electrostatics, DC and RC circuits, and magnetism. The objectives for this course follow the College Board Framework, preparing students for the optional Advanced Placement Physics 2 exam.

### **AP Biology - Elective - 2 Semesters - Gr. 11–12**

This is a college-level biology course. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **AP Chemistry - Elective - 2 Semesters - Gr. 11–12**

*Prerequisite - Completion of or concurrent enrollment in Physics.*

This is a college-level chemistry course. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **AP Physics C - Elective - 2 Semesters - Gr. 11–12**

*Prerequisite - Physics or higher-level course and successful completion or concurrent enrollment in AP Calculus.*

This is a college-level physics course and is calculus-based. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **AP Environmental Science - Elective - 2 Semesters - Gr. 11–12**

*Prerequisite - Biology.*

This is a college-level environmental science course. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **Astronomy - Elective - 2 Semesters - Gr. 9–12**

This course is an in-depth study of astronomy. Topics studied include the history of astronomy; the relationship between the Earth, moon, and sun; and the study of the solar system, stars, galaxies, and the universe.

### **Earth Systems - Elective - 2 Semesters - Gr. 9–12**

This course is an in-depth study of geology. Topics studied include Earth's place in the universe, forces affecting land form structures, geologic time table, biochemical cycles, changes in Earth's crust, and Georgia's geologic resources.

### **Oceanography - Elective - 2 Semesters - Gr. 10–12**

*Prerequisite - Biology.*

This course is an in-depth study of oceanography. Topics studied include historical oceanography; plate tectonics; properties of water; ocean circulation; marine sediments; interactions between air, land, and sea; and marine environments, resources and pollution.

**Anatomy and Physiology - Elective - 2 Semesters -****Gr. 10–12 Prerequisite – Biology.**

Anatomy and Physiology is an in-depth study of the structure and function of the human body. This course is based on a systems approach with an emphasis on tissues, metabolic processes, homeostasis, and clinical applications.

**Environmental Science - Elective - 2 Semesters -****Gr. 11–12 Prerequisite – Biology.**

This course is an in-depth study of environmental science. Topics studied include ecology; effects of natural and human activity on land, water, and air; energy resources and conservation; food production, preservation, and storage; waste management; pollution and human health; and biotechnology.

**Ecology - Elective - 2 semesters - Gr. 12 Prerequisite****– Biology and Chemistry**

This course is an in-depth study of ecology. Topics include population ecology, energy flow, cycling of matter, human impact on the environment, and biodiversity.

This course is inquiry-based through the lens of science and engineering practices.

**Microbiology - Elective - 2 Semesters - Gr. 11–12****Prerequisite – Biology and Chemistry.**

This course is an in-depth study of microbiology. Topics studied include historical microbiology; growth and identification of bacteria; controlling bacterial growth; other microbes and viruses; pathogenic microbiology; and food, soil, and water microbiology.

**Forensic Science - Elective - 2 Semesters - Gr. 11–12****Prerequisite – Biology and Chemistry.**

Forensic Science is the study of the application of science to the law. This integrated science course is designed to explore the scientific and technological aspects of criminal investigations. Topics will include the study of DNA, glass, blood, fingerprinting, chemical residues, and evidence collection as it relates to forensic issues. Applications to court cases, literature, psychology, and criminology also will be examined.

**SOCIAL STUDIES****World Geography - Elective - 2 Semesters - Gr. 9***(AP Human Geography also is an option.)*

This course provides the content knowledge and skills necessary to understand the roles, responsibilities, and relationships of people and places throughout the world, both past and present. The course will prepare students for the three-year required Social Studies sequence. Topics will include the themes of historical geography, political geography, and economic geography. Students are instructed on efficient and effective methods and strategies to read, write, think, organize, and demonstrate what they have learned throughout the course.

**World History - Required - 2 Semesters - Gr. 10***(AP World History also satisfies this requirement.)*

This course provides a comprehensive, chronological survey of the significant conditions, challenges and accomplishments that have influenced the progress of humankind. Beginning with prehistory, students examine topics associated with the growth of early civilization, classical contributions of Greece and Rome, regional civilizations, and the rise of medieval Europe. Other topics of study include emergence of the modern world, age of revolution, growth of industry and nationalism, world wars in the 20th century, and development of the contemporary world.

**U.S. History - Required - 2 Semesters - Gr. 11***(AP U.S. History also satisfies this requirement.)**Requires state End of Course assessment.*

This course provides a comprehensive, chronological survey of the history of the United States. Students examine topics beginning with the period of exploration and colonization, and then continue through independence and revolution, the constitutional debate between the Federalist and Republicans, Jeffersonian and Jacksonian democracy, sectionalism and civil war, reconstruction and industrialization, immigration and urbanization, imperialism and the progressive era, World War I and the Great Depression, World War II, and the Cold War. The course concludes with a study of the emergence of modern America.

**American Government and Civics - Required - 1 Semester - Gr. 12***(AP American Government also satisfies this requirement.)*

American Government and Civics is a required course designed to provide students with a fundamental understanding of their rights and responsibilities as citizens by examining the American political structure and process. Topics of study include the origin and growth of representative democracy, the development of the U.S. Constitution



founded on the concept of federalism, landmark legal decisions and their impact on constitutional government, the adaptive nature of the political process as influenced by political parties, special-interest groups and media coverage as well as a comparison of our political system with other forms of government throughout the world.

### **Economics - Required - 1 Semester - Gr. 12**

*(AP Macroeconomics or AP Microeconomics also satisfy this requirement.)*

Economics offers students the opportunity to study the issues of scarcity and choices related to the use of limited resources. Students learn how to apply the tools of economic analysis to personal, community, national, and international issues. Economic preparedness enables students to make choices relying on past historical and geographical knowledge to actively and successfully engage in our complex society.

### **AP Human Geography - Elective - 2 Semesters - Gr. 9**

The Advanced Placement program in Human Geography is a college-level course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to interpret human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam to earn college credit.

### **AP World History - 2 Semesters - Gr. 10** *(Will count for the World History Graduation Requirement.)*

This course focuses on significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and using reasoning about comparison, causation, and continuity and change over time. Students explore six themes throughout the course in order to make connections among historical developments in different times and places—humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **AP U.S. History - 2 Semesters - Gr. 11** *(Will count for the U.S. History Graduation Requirement.)*

This course focuses on significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and using reasoning about comparison, causation, and continuity and change. Students explore eight themes throughout the course in order to make connections among historical developments in different times and places—American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **AP European History - Elective - 2 Semesters - Gr. 11–12** *Prerequisite – World History.*

The goals of the Advanced Placement program in European History are to develop an understanding of some of the principal themes in modern European history and an ability to analyze historical evidence. Students are expected to demonstrate knowledge of a basic chronology of major events and trends from the Renaissance to the present. Students also should have some familiarity with those aspects of the late medieval period. The major themes to be covered are political and diplomatic history, intellectual and cultural history, and social and economic history. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

### **AP Macroeconomics - 1 Semester - Gr. 12** *(Will count for Economics Graduation Requirement.)*

Advanced Placement Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP Microeconomics - 1 Semester - Gr. 12** *(Will count for Economics Graduation Requirement.)*

Advanced Placement Microeconomics gives students a thorough understanding of the principles of economics that apply to functions of individual decision-makers, both consumers and producers, within the larger economic system. The course places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP American Government - 1 Semester - Gr. 12** *(Will count for American Government and Civics Graduation Requirement.)*

The purpose of this Advanced Placement program is to provide an overview of government, politics, and political behavior at the local, state, and national levels. Topics include an examination of the structure, functions, and inter-relationships of various levels of government; political socialization; elections and the party system; and the role of the individual in American government. Students will be exposed to specific information about government and how government affects their daily lives. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP Comparative Government - Elective - 1 Semester - Gr. 12**

This Advanced Placement program provides an introduction to the study of various forms of government which existed in the 20th century. The course emphasizes the philosophical basis, as well as the political, social, and economic realities of capitalism, communism, socialism, and fascism. The slowly changing structures of these ideologies also will be examined. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP Psychology - Elective - 2 Semesters - Gr. 11–12**

Advanced Placement Psychology provides students with the opportunity to examine the scientific nature of psychology and to determine the relevance of the behavioral sciences in our lives today. Students will examine the issues leading to the development of psychology as a science as well as the issue currently being addressed in the field of human behavior. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**Contemporary Issues - Elective - 1 Semester - Gr. 11–12**

This course provides students with opportunities to identify and evaluate political, social, and economic issues on a local, state, national, and international level. The central emphasis is on contemporary issues and problems and their effects on the student as a constructive citizen in an interdependent world. A variety of current news media will be used for instructional purposes.

**Controversial Issues- Elective - 1 Semester - Gr. 11–12**

This class is designed for mature, upper-level students who are able to confront controversial issues in an analytical manner. The readings and subject matter are at a high level and will challenge students to use a studious approach to investigate views on issues that are controversial in nature. No particular viewpoint or agenda is taught. Rather, the student has the opportunity to develop and employ critical-thinking skills when considering his or her personal evaluation of current events and issues of social relevance.

**Ethnic Studies - Elective - 1 Semester - Gr. 11–12**

This course will introduce students to the foundational concepts and frameworks of Ethnic Studies and to the experiences of ethnic communities that are not often studied in depth in core Social Studies courses. Instruction will focus on discussing social and political movements led by various ethnic and racial groups to achieve change. Students will analyze how these movements may have influenced lives and identities. Through an examination of race, ethnicity, nationality, and culture, students will be equipped with a critical lens with which to see the world and their place in it. Through this course, students will be guided to use the skills of social sciences and supported to discover and use their own power for the benefit of themselves, their community, and society at large.

**Law - Elective - 1 Semester - Gr. 11–12**

This course develops an understanding of the basic components of the legal and criminal justice system in the United States. Students are offered an overview of civil and criminal law in this country as well as an examination of various legal institutions and processes, for example, the police, the courts, rehabilitation systems, etc.

**Peer Leadership - Elective - 2 Semesters - Gr. 11–12**  
*Prerequisite - Recommendation of Counselor.*

This class provides students a framework for understanding the problem-solving process, taking opportunities to participate in meaningful activities that affect our society in positive ways (civic participation), using conflict-resolu-

tion skills, learning effective communication skills, adhering to ethical codes of practice, and exercising tolerance and advocacy of others' rights. This is an academic elective.

### **Personal Financial Literacy - Elective - 1 Semester - Gr. 11–12**

Financial literacy skills are needed for understanding the interactions of people with money and related matters. The course is designed to help students develop this understanding by describing, analyzing, and evaluating many financial topics that most students will experience themselves. The standards in the course are consistent with nationally recognized concepts that develop healthy financial literacy. The elements of the course are aligned with current technology and laws.

### **Philosophy - Elective - 1 Semester - Gr. 11–12**

This course is designed to guide students to form a basic framework for the study of philosophical thought. Material covered will include basic beliefs of selected ancient and medieval philosophers; aspects of Eastern philosophy originating in China, India, and the Middle East; historical developments that resulted in a distinct Western school of philosophy; specialized approaches common to the study of modern philosophy; and how

the Enlightenment Age tradition of reason has given way to a postmodern Age of Reason.

### **Psychology - Elective - 1 Semester - Gr. 11–12**

This class introduces students to basic psychological concepts and principles as well as the rules, laws, and theories of psychology. Topics of study include: determiners of personality (heredity and environment), theories of the development of intelligence, and testing characteristics of basic needs. A study of self-concept (theories of development) also is included. With this knowledge of themselves and others, students should be able to make informed decisions which are affected by changing environments and situations.

### **Sociology - Elective - 1 Semester - Gr. 11–12**

This course helps students understand and appreciate people as independent agents in cooperative activities with others. Topics to be covered are the organized way people fulfill basic needs (institutions); the setting of social rules and their enforcement (social control); and the possessions people have, the way they think, and their actions as members of society (culture). Students will use the social scientific method as a mode of research.

## **HEALTH AND PHYSICAL EDUCATION**



### **Health**

#### **Health - Required - 1 Semester - Gr. 9–12**

This course is a graduation requirement designed to offer a practical approach to health topics that concern adolescents. The course covers knowledge and skills necessary for personal health and well-being and the prevention and treatment of injury. Additional information covered includes disease prevention, relationships, consumer health, the life cycle, CPR/AED instruction, and preventing the abuse of tobacco, alcohol, and drugs.

*This course includes the Alcohol and Drug Awareness Program (ADAP). Students will receive a certificate of completion that will be required to apply for a Georgia Class D driver's license. The ADAP certificate is not required when you apply for a learner's permit. See page 3 to learn more.*

#### **First Aid and CPR - Elective - 1 Semester - Gr. 10–12** *Prerequisite - Personal Fitness and Health.*

This course will provide students with the necessary skills to assess and respond to an emergency situation involving an adult, child, or infant, including the

treatment of injuries and sudden illnesses. Students will learn strategies for preventing potentially harmful situations and gain the skills needed to respond to an emergency. In addition, the course will cover the legal aspects to citizen responder care, personal safety, and protection. Students will have the opportunity to become certified in adult, child, and infant CPR/AED and First Aid.

### **Physical Education**

*All students enrolled in a Physical Education course are assessed using FitnessGram, a state-mandated fitness assessment. A parent report is sent home annually.*

#### **Personal Fitness - Required - 1 Semester - Gr. 9–12**

This course is a graduation requirement and a prerequisite to all elective physical education courses. The course provides students with the basic knowledge and understanding that physical fitness, exercise, and diet are essential in developing and maintaining a healthy lifestyle. **There is no waiver for this course as a graduation requirement for a Regular Education Diploma.**



A student may receive credit for the required unit of Health/PE by completing three units of the Junior Reserve Officer Training Corps (JROTC) program. See page 39 to learn more. Contact your school counselor for additional information.

### Physical Education Electives

Each course elective is a year-long course. Students must complete Health and Personal Fitness prior to taking PE electives.

#### Introductory Weight Training - Elective - Gr. 9–12 Prerequisite - Personal Fitness

This course provides students with an opportunity to experience beginning-level weight training and conditioning principles. This program is designed to teach students the academic knowledge and skills needed to improve muscular strength and endurance.

#### Fitness Courses

Each fitness course will provide students with the opportunity to learn more about aerobic exercise, as well as the use of free weights and body resistance exercises to tone and strengthen the body. Courses will focus on nutrition and a variety of aerobic activities. Aerobic Dance and Rhythmic fall under this series of electives.

#### Toning Courses

This series of courses will focus on personal fitness and well-being, using free and machine weights and body resistance exercises to tone and strengthen the body. A combination of aerobic exercise, anaerobic exercise, and conditioning, using a variety of activities, will be used to tone the body, with an emphasis on good nutrition and regular exercise. Students will learn how to develop their own training program, evaluate their fitness levels, and set short- and long-term goals for their own personal fitness. Students also will learn the basics of fitness anatomy and physiology. Courses in this section would include Body Sculpting and Exercise and Weight Control.

#### Strength-Based Courses

This series of courses is designed for those individuals who want to increase their muscle mass and improve their speed, strength, and agility. Each course is structured to challenge students to build muscle mass and

improve their strength while working at high levels of conditioning. Students will learn specific lifting and spotting techniques with free weights. Other areas of focus include anatomy and physiology, basic biomechanics, safety protocols, goal-setting, and a range of conditioning techniques related to different sports and activities. In addition, students will also learn program development. Courses in this area include Weight Training, Physical Conditioning, and Advanced Personal Fitness.

#### Skill-Based Courses

The following sections are courses grouped to develop skills related to different topics. Students are not confined to one specific area or grouping.

**General PE:** The courses in this section will provide an overview of a variety of physical activities and skills in multiple areas.

**Team Sports:** The courses in this section will focus on team-related activities and skill building. Activities may include football, basketball, soccer, and volleyball.

**Outdoor Education:** Camping, fishing, and orienteering are the main focus in this course grouping.

**Lifetime Sports:** The courses in this section focus on lifetime activities that may be performed individually or with one or two other individuals. Tennis, badminton, and golf are a few activities that students may pursue in this course section.

**Gymnastics and Stunts:** These courses focus on technique, tumbling, and low-level stunts.

**Track and Field:** The courses in this section focus on physical conditioning, sprint and distance running, relay, discus, shot put, and the long jump.

**Recreational Games:** This section focuses on a variety of recreational activities that are non-competitive in nature, such as table tennis and billiards.

**Career-Based Courses:** These courses are designed to provide training for those individuals who might want to pursue a career in athletic training or in physical education. Courses in this area are Athletic Training and Theory to Physical Education.



### MODERN AND CLASSICAL LANGUAGES

Students may pursue a World Language Pathway in any one of six areas: Chinese, French, German, Latin, Spanish, and Spanish for Native Speakers. A World Language Pathway includes three or more credits in one world language, and shows a progression and growth of knowledge and skills in the area. See page 20 for details on the Academic Pathway in World Language. Ask your counselor about related coursework.

Students who take Chinese, French, Spanish, or German will develop cultural and linguistic proficiency in that language and culture through focus on communication, cultures, connections with other disciplines, insight into linguistic and cultural comparisons, and knowledge and participation in multilingual communities at home and around the world. As students study the language and culture from the novice level through the intermediate and advanced levels, they will refine their communicative and cultural abilities, converse in diverse situations, engage with authentic texts, and develop a deeper understanding of the world in which the target language is spoken.

### Chinese

*Prerequisite – Completion of the Previous Language Level or Teacher Recommendation.*

Students study the Chinese language and culture from the novice level in Chinese I through the intermediate levels, culminating in Chinese V.

### French

*Prerequisite – Completion of the Previous Language Level or Teacher Recommendation. (Students completing French I in 8th grade take French II in 9th grade.)*

Students study the French language and culture from the novice level in French I through the intermediate levels, culminating in French V, AP French, or IB French.

### German

*Prerequisite – Completion of the Previous Language Level or Teacher Recommendation. (Students completing German I in 8th grade take German II in 9th grade.)*

Students study the German language and culture from the novice level in German I through the intermediate levels, culminating in German V, AP German, or IB German.

### Spanish

*Prerequisite – Completion of the Previous Language Level or Teacher Recommendation. (Students completing Spanish I in 8th grade take Spanish II in 9th grade.)*

Students study the Spanish language and culture from the novice level in Spanish I through the intermediate levels, culminating in Spanish V, AP Spanish Language and Culture, AP Spanish Literature and Culture, or IB Spanish.

### Spanish for Native Speakers

*Prerequisite – Completion of the Previous Language Level or Teacher Recommendation*

This course provides native speakers of Spanish with the opportunity to maintain oral competency in the Spanish language and to acquire a more sophisticated level of competency in Spanish reading and writing. Students refine their writing proficiency, engage with authentic texts, and gain a deeper understanding of both their native culture and the cultures of other Spanish-speaking countries. This course may culminate in Spanish for Native Speakers II, Spanish for Native Speakers III, Spanish V, AP Spanish Language and Culture, and/or AP Spanish Literature and Culture.

### Latin

*Prerequisite – Completion of the Previous Language Level or Teacher Recommendation. (Students completing Latin I in 8th grade take Latin II in 9th grade.)*

Students will develop cultural and linguistic proficiency in Latin language and classical Roman culture. Students study Latin through a focus on language, grammar, vocabulary, and literature from the novice level in Latin I through the intermediate levels, culminating in Latin V or AP Latin. They will refine their communicative and cultural abilities, engage with authentic and enduring texts, develop critical-thinking skills, and study the influence of Latin upon English.

## FINE ARTS

Students may pursue a Fine Arts Pathway in any one of six areas: Dance, Theatre Arts, Music, Visual Arts, Media Arts, and Journalism. A Fine Arts Pathway includes three or more full credits in one of the six designated areas— either general within the area or with a specialized focus— and shows a progression and growth of knowledge and skills in the area. Students can earn a Georgia Department of Education-issued Fine Arts Diploma Seal by completing three courses within one of the pathway areas of the Fine Arts as well as a Creative Industry course through the Career and Technical Education department. Students with four years in the same pathway can exempt the Creative Industry Course. Students pursuing the Fine Arts Diploma Seal also must participate in extracurricular activities within their discipline, perform at least 20 hours of community service, and complete a Capstone Project by the end of their senior year. Your teachers, Fine Arts Department Chair, and counselors will have more details on pursuing this state-level recognition. *See page 20 for details on the Academic Pathway in Fine Arts. Ask your counselor about related coursework.*





## Dance

Students acquire dance knowledge and skills, study the role of dance in various cultures, and observe and critique dance performances, using specified criteria and appropriate dance terminology. Students develop coordination, flexibility, strength, and technical skills. They can extend their knowledge and skill in various dance forms, public performance techniques, and choreographic concepts. Students study prominent historical figures in dance and classical dance works. They practice dance analysis and movement sciences as related to injury prevention and technical training.

## Theatre Arts

Students will study the principles of film, television, and stage acting. Students also will work in sound and lighting design for both stage and film. Workshop courses give students an opportunity to research aspects of technical theatre, such as set design, costumes, and stage management. Students work collaboratively on the technical capacity of a theatrical production. Musical theatre workshop students perform a monologue, rehearse songs, learn basic stage movements, and practice dance techniques. Students perform sections from musicals.

## Music – Guitar and Piano

Students acquire basic music-reading skills and playing techniques. In intermediate classes, students increase sight-reading and performance skills in fundamental piano or guitar techniques.

## Music – Theory

Students examine rhythm and pitch notation. Listening skills and analysis of style characteristics are emphasized. Students learn the fundamentals of music theory. Emphasis is placed on developing students' sight-singing, music dictation, and analysis skills. Four levels of Music Theory are offered with the highest level being the AP Music Theory course offered by College Board.

## Music Technology

Students learn computer basics, MIDI applications sequencing, and foundations of sound recording. Students explore MIDI sequencing software and notation software. Students create original multi-track sequences, original musical compositions, and background music for a specific setting, such as movies, television, or computer games. Sound recording and manipulation are other key components of the course.

## Choral Music

Choral music courses emphasize the development of vocal techniques and performance skills using a variety of choral literature. Students develop music-reading skills. Courses further develop students' skills in vocal performance. Additional vocal technique development is emphasized, including breath control, diction, and vocal production.

## Instrumental Music – Orchestra

Students develop skills in fundamental strings instrument techniques. Music theory skills include notation of pitch and rhythm, scales, and intervals. A variety of literature for the string ensemble is studied and performed. Students refine music-reading skills as well as performance skills, including more advanced bow techniques. Students acquire knowledge in music theory and history as they relate to orchestral literature.

## Instrumental Music – Band

Students acquire performance and music reading skills. As courses progress, students continue to develop appropriate tone quality, intonation, balance, precision, phrasing, and technique. Students are expected to consistently demonstrate sight-reading skills and respond appropriately to expression markings in the musical score.

## Instrumental Music – Ensembles

These courses offer smaller ensemble experience for instrumentalists. Emphasis is placed on the performance style and literature of the instrumental chamber group medium. Ensembles may include jazz, brass, woodwind, percussion, and strings. Performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation are covered in ensemble courses.

## Visual Arts

The Visual Arts Comp I/Two-Dimensional (2-D) art course explores concepts of image and makes use of techniques in drawing, printmaking, lettering, painting, and collage. The Visual Arts Comp II/Three-Dimensional (3-D) course explores concepts and techniques of construction, assemblage, and media manipulations. Historical and contemporary developments in art are explored. With teacher permission, a student may enroll in an advanced pathway course in this Fine Arts concentration. *The Visual Arts Comp I and II courses are prerequisites to all other Visual Arts courses.*

After completing Visual Arts Comp I and II, students can concentrate in or explore the different Visual Arts disciplines, including Graphic Design, Sculpture,

Photography, Pottery/Ceramics, Drawing and Painting, Crafts, Jewelry Making, and Printmaking. Students also can progress to taking AP-level courses in Drawing, Studio Art 2-D, Studio Art 3-D, and Art History. Students should speak to their Visual Arts teachers and counselors about the offerings at their school, as well as how to prepare to take the AP courses most appropriate to their interests and skill sets.

## Journalism

Students work with others to produce a newspaper, literary magazine, or yearbook, learning the fundamentals of journalism and production (specific to the publication type). These may include interviewing, layout, design, and proof-reading, as well as the business, financial, and legal aspects of publication. *See page 27 for information about Journalism courses available as part of the Journalism Pathway.*

## JUNIOR ROTC

*Junior Reserve Officer Training Corps (JROTC) is a four-year progressive program which is open to all students in grades 9–12. Currently, GCPS offers JROTC units at 14 locations— Air Force units at Collins Hill High, Dacula High, Meadowcreek High, North Gwinnett High, and Shiloh High; Army units at Berkmar High, Central Gwinnett High, Discovery High, Grayson High, Norcross High, and South Gwinnett High; a Marine unit at Parkview High; and Navy units at Duluth High and Peachtree Ridge High. Students who complete three years of JROTC fulfill the Health and Physical Education requirement for graduation. Note that JROTC cadets are never under any obligation to join the military.*



### Air Force

Air Force Junior ROTC (AFJROTC) program provides leadership training and an aerospace science program for high school students. The mission statement of the program is to develop citizens of character dedicated to serving their nation and community. The overall objectives of the program are to instill values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. The program achieves its mission and objectives through classroom education in air and space fundamentals and hands-on learning opportunities in a number of fun and challenging extracurricular activities. The curriculum consists of a combination of Aerospace Science, Leadership Education, and Wellness and Life Skills. The program highlights several leadership development activities, including community service projects, color guard and drill teams, marksmanship, orienteering, Raider teams, academic bowl challenges, model rocketry, Cyber Patriot, and StellarXplorers (space launch competition) as well as various curriculum-in-action (field) trips.

### Army

Army Junior ROTC (AJROTC) This program promotes success through learning and self-management. Students will develop leadership skills, learn to incorporate principles of mental and physical wellness into behaviors and decisions, and be able to characterize the role of the military and other national service organizations in building a constitutional republic. The curriculum supports the school's mission and mandates by integrating technology, linking content to state standards, integrating reading and writing, and providing character and financial education while reinforcing the competencies taught in other academic subjects in which students are enrolled.

### Navy

Navy Junior ROTC (NJROTC) offers four years of progressive leadership training based on a curriculum of naval science. The NJROTC coursework involves the study of engineering in the naval environment, maritime geography, naval history of the world, international relations, human behavior, total quality leadership and followership, seamanship, and navigation. The series of courses includes orientation field trips to military facilities, leadership camps, and optional competitive co-curricular activities after the school day ends.

### Marine Corps

Marine Corps Junior ROTC (MCJROTC) is a four-year progressive program of instruction designed to emphasize leadership education and leadership development. Basic training in leadership tenets, military history, military customs and courtesies, military organizations, citizenship, physical fitness and health, drill and ceremonies, marksmanship, time management, financial management and planning, communication skills, and career preparation is included in the cadet's orientation to Marine Corps leadership through individual challenges and team-building exercises. An orientation visit to a Marine Corps installation every other year helps further define the roles and missions of the Marine Corps. Cadets also have the opportunity to compete in extracurricular sports as a member of the Precision Rifle Team, Drill Team, Color Guard, Physical Fitness Team, or Orienteering Team. Riflery is a Georgia High School Association varsity sport and the Precision Rifle Team is open to non-ROTC students at Parkview High.



## CAREER AND TECHNICAL EDUCATION AT YOUR HIGH SCHOOL

The Georgia Department of Education has developed Career Pathways that will allow students to concentrate their studies in an area of Career and Technical Education to prepare for a seamless transition from high school to postsecondary training in college or technical school. Some Pathways may lead to industry certification. For 2020–21, Gwinnett students may pursue one of more than 60 Pathways within the following 17 Career Clusters. You'll learn more about Pathways through your school. *Note: The list below includes Career Clusters available through most Gwinnett high schools. Not all Career Clusters are available at every high school. For specialized programs and Pathways available in the Grayson High School Technical Education Program and at Maxwell High School of Technology, go to [www.gcpsk12.org](http://www.gcpsk12.org) and explore the Career Pathways available through those schools.*

**The Agriculture, Food, and Natural Resources Career Cluster** includes careers in production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

**The Architecture and Construction Career Cluster** includes careers in designing, planning, managing, and building structures.

**The Arts, A/V Technology, and Communications Career Cluster** includes careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content. Technical skill areas include visual and performing arts, graphic design, journalism, and entertainment services.

**The Business Management and Administration Career Cluster** prepares students with computer skills for future college and career plans. Cluster skills include planning, organizing, directing, and evaluating, as well as owning and operating, a successful business.

**The Education and Training Career Cluster** includes careers in planning, managing, and providing education and training services as well as related learning support services.

**The Energy Career Cluster** prepares individuals for careers in designing, planning, maintaining, generating, transmitting, and distributing traditional and alternative energy.

**The Finance Career Cluster** focuses on money management, including planning, investing, and spending. Students will gain career development skills for the finance world with opportunities that go beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.

**The Government and Public Administration Career Cluster** includes the planning and performing of government management and administrative functions at local, state, and federal levels in preparation for careers in national security, foreign service, revenue, and regulation.

**The Health Science Career Cluster** includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

**The Hospitality and Tourism Career Cluster** encompasses the management, marketing, and operations of restaurant and other food services, lodging, attractions, recreation events, and travel-related services.

**The Human Services Career Cluster** prepares individuals for employment activities related to family and human needs, such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.

**The Information Technology Career Cluster** engages students in applied learning to prepare for careers related to the broad field of technology. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possible careers.

**The Law, Public Safety, Corrections, and Security Career Cluster** prepares individuals for employment relating to emergency and fire services, legal services, protective services, and homeland security.

**The Manufacturing Career Cluster** includes the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.

**The Marketing Career Cluster** includes a focus on marketing strategy, advertising and promotional techniques, business communication, and business development.

**The Science, Technology, Engineering, Mathematics Career Cluster** focuses on planning, managing, and providing scientific research and professional and technical services.

**The Transportation, Distribution, and Logistics Career Cluster** encompasses planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, as well as other related professional and technical support services.



## ADDITIONAL CAREER AND TECHNICAL EDUCATION OPTIONS

### High School Academies

Gwinnett County Public Schools is committed to providing students with more of the advanced skills they need to be successful, productive citizens in college, career, and life. An example of that commitment is the use of the Academy Model at several Gwinnett high schools— currently Berkmar, Central Gwinnett, Discovery, Lanier, Meadowcreek, Shiloh, and South Gwinnett. The Academy model uses innovative practices to ensure students receive the highest level of education and exposure to postsecondary education, career opportunities, and real-life experiences.

In an Academy, students learn Language Arts, Mathematics, Science, and Social Studies in the context of an Academy theme. Learning through the lens of a career or academic theme provides each student a highly personalized learning environment. For example, students in an upper-level Math class would apply what they learn using engineering principles, or Language Arts and writing skills would be used with a marketing/entrepreneurship focus.

Students also will be exposed to a variety of careers and opportunities through classroom speakers, job shadowing, and internships. The Academies help students make connections between the academic subjects and their application in the real world or in a specific career pathway.

Academies offer a smaller, personalized learning environment, and provide rigorous cross-curricular learning opportunities based on a theme. The Academy schools partner with businesses to solve real-world problems for authentic learning, and provide a culture of teamwork, critical-thinking, communication, collaboration, and creativity, preparing students for college and career.

### Grayson High School Technical Education Program

The Technical Education Program at Grayson High School offers innovative instructional programs— from entrepreneurship and photography to sports medicine and veterinary science— in a state-of-the-art facility, located on the Grayson campus. Students from all GCPS high schools may enroll in these programs to explore industries in depth and gain real-world experience before entering college or joining the workforce. Program instructors have experience in their fields and commercial programs are industry-certified.

Many of the programs offer internships and apprenticeships. Students may be able to earn college credit through articulated agreements with postsecondary technical colleges and universities.

Students in selected programs may participate in regional, state, and national competitions through student organizations to learn leadership skills, teamwork, and character development.

Students may register for the Technical Education Program at Grayson High through their local high school registration process. Open house events are held each winter, prior to class registration. Students are responsible for their own transportation.

### Maxwell High School of Technology

Maxwell High School of Technology offers a number of cutting-edge programs— from auto services and early childhood education to fire science and healthcare. The school's state-of-the-art technology, equipment, and facilities go beyond what is available in a traditional high school. Students from all GCPS high schools may enroll in these programs to explore industries in depth and gain real-world experience before entering college or joining the workforce. Maxwell holds open house events prior to class registration. Students may register through local school registration. GCPS provides transportation to and from local high schools.

Maxwell continues to develop new programs and options for students. For instance, the Maxwell staff coordinates learning opportunities with faculty from the nearby Gwinnett School of Mathematics, Science, and Technology, another Gwinnett school. Depending on the field of study, students may be able to earn college credit.

Program instructors have experience in their fields and many programs are industry-certified.

All Maxwell students participate in the Rising Professionals program, studying conflict resolution, business etiquette, business ethics, job application completion, résumé writing, and interviewing. Maxwell students also take part in regional, state, and national competitions through student organizations to learn leadership skills, teamwork, and character development.

The Work-Based Learning (WBL) programs at Grayson High School Technical Education Program and Maxwell High School of Technology give students opportunities to work in their anticipated career field through cooperative education, internships, and /or apprenticeships, applying knowledge and skills from the classroom to real-life situations in the workplace. WBL is open only to juniors and seniors who turn 16 on or before September 1 of the current school year.

## ENGLISH LEARNER (EL) PROGRAM

High school English Learners (EL) participate in English to Speakers of Other Languages (ESOL) courses to develop their proficiency in listening, reading, speaking, and writing in English to support success in core academic subjects. Appropriate course placement depends on the student's level of English proficiency measured by the ACCESS 2.0 test or, for new students, the WIDA Screener. ELs at ACCESS Levels 1 and 2 are provided intensive language development to prepare them for core coursework. Intermediate ELs at ACCESS Levels 3 and 4 participate in sheltered or cluster core courses with support from Language Development in the Content Area courses. Advanced ELs approaching Level 5 take core courses with an advanced language development course as needed. EL students are strongly encouraged to plan to attend EL High School Summer School each year to help them graduate on schedule. See your ESOL teacher for more information. *See pages 10 and 25 for more on the EL program.*

### Recommended placement for EL students at ACCESS Levels 1–2, Entering through Emerging

- ESOL 1 Language
- ESOL 1 Literature
- Language Development in the Content Areas 1

*As needed:*

- Academic Language of Mathematics
- Academic Language of Science
- Academic Language of Social Studies
- Communication Skills 1
- Communication Skills in Mathematics

### Recommended placement for EL students at ACCESS Level 2, Emerging

- Language Development in the Content Areas 2

*As needed:*

- Academic Language of Mathematics
- Academic Language of Science
- Academic Language of Social Studies

### Recommended placement for EL students at ACCESS Level 3, Developing

- English ESOL 2 (core Language Arts credit)

- Language Development in the Content Areas 3
- Sheltered core classes or placement with ESOL-certified content teachers

*Other courses as needed.*

### Recommended placement for EL students at ACCESS Level 4, Expanding

- English ESOL 3 or Sheltered Sophomore Language Arts\* (core Language Arts credit)
- Sheltered core classes or placement with ESOL-certified content teachers

*As needed:*

- Language Development in the Content Areas 4

Additional core content courses may be offered in a sheltered format. Ask your school counselor for more information.

\*Due to the rigor of the required state End of Course assessment, it is recommended that EL students attempt the required 11th Grade American Literature and Composition courses as their third or fourth core Language Arts credits.

### ESOL 1 Language

ESOL 1 Language is a comprehensive beginning course in English that develops literacy across the four domains of listening, speaking, reading, and writing. The course focuses on Reading Foundations, Social and Instructional Language, Vocabulary, Grammar and Conventions, Writing, and United States Culture and Values. It is appropriate for students scoring at ACCESS “Level 1—Entering” (first semester) and “Level 2—Emerging” (second semester).

### ESOL 1 Literature

This course is a companion course to ESOL 1 Language and focuses on Reading Literary Text, Reading Informational Text, Writing, Speaking and Listening, and Reading Foundations. It is designed to accelerate students' English language development in listening, speaking, reading, and writing to prepare them for participation in language- and content-intensive core high school courses. This course is appropriate for students scoring at

ACCESS “Level 1—Entering” (first semester) and “Level 2—Emerging” (second semester).

### Language Development in the Content Areas 1 (LDC 1)

LDC 1 focuses on Reading and Writing in the content areas of Language Arts, Mathematics, Science, and Social Studies to prepare students for participation in language- and content-intensive core high school subjects. This course is appropriate for students scoring at ACCESS “Level 1—Entering” (first semester) and “Level 2—Emerging” (second semester).

### Academic Language of Mathematics, Science, and Social Studies

These courses provide additional intensive language instruction for students entering high school with low English proficiency combined with low academic skills in their first language. Students will develop academic vocabulary and learn foundational knowledge and skills to prepare for success in the core Mathematics, Science, or Social Studies courses.

**Communication Skills and Communication Skills in Math**

These courses can provide additional intensive language instruction for students entering high school with low academic skills in their first language. They are appropriate for students with low or interrupted formal schooling who scored at ACCESS “Level 1—Entering.”

**English ESOL 2**

This core Language Arts course develops and supports students’ academic language skills in Language Arts across the four areas of listening, speaking, reading, and writing. This class is aligned with core content for high school Language Arts AKS. This course is appropriate for students scoring at ACCESS “Level 3—Developing.”

**English ESOL 3**

This core Language Arts course develops and supports students’ academic language skills in Language Arts across the four areas of listening, speaking, reading, and writing. This class is aligned with core content for HS Language AKS. This course is appropriate for students scoring at ACCESS “Level 4—Expanding.”

**Language Development in the Content Areas 2**

This course develops and supports students’ academic language skills within the content areas of Mathematics, Science, and Social Studies across the four areas of listening, speaking, reading, and writing. Study incorporates AKS content. This course is appropriate for students scoring at ACCESS “Level 2—Emerging” and “Level 3—Developing.”

**Language Development in the Content Areas 3 and 4**

These courses support and enhance students’ academic language skills within the content areas of Mathematics, Science, and Social Studies across the four areas of listening, speaking, reading, and writing. Study incorporates AKS content. These courses are appropriate for students scoring at ACCESS “Level 4—Expanding.”

**Sheltered or Clustered Classes**

EL students may take sheltered core courses taught by ESOL-certified teachers, or they may be clustered in courses with ESOL-certified classroom teachers. EL students use the same materials and resources, with supplemental materials to support academic language development, and they take any applicable end-of-course tests. The following classes may be available in a sheltered format: Algebra I, Algebra I Strategies, Geometry, Geometry Strategies, Algebra II, Pre-calculus, 9th Grade Literature and Composition, 10th Grade Literature and Composition, 11th Grade American Literature and Composition, World Geography, World History, U.S. History, Political Systems, Economics, Biology, Chemistry, Physics, Personal Fitness, and Health.

*Rising 9th graders have the option of taking the required Health course as a sheltered course, or through the EL High School Summer School which is offered at one location annually. Ask your counselor for more information.*

EL students are strongly encouraged to plan to attend EL High School Summer School each year to help them graduate on schedule. See your ESOL teacher for information.

**SPECIAL EDUCATION**

The Special Education Program in Gwinnett County Public Schools offers a broad continuum of services where students are served in the least restrictive setting. The Individualized Education Program (IEP) team will consider the following courses when determining the least restrictive setting for each student.

**AKS academic courses in a general education setting**

Students participate in the grade-level AKS curriculum courses in a general education classroom taught by a general education teacher. Students participating in these courses will work toward completing the course requirements for a regular education diploma.

**AKS academic courses in a collaborative or co-taught general education setting**

Students participate in the grade-level AKS curriculum courses in a general education classroom co-taught by a general teacher and a special education teacher. Students participating in these courses will work toward completing the course requirements for a regular education diploma.

**AKS academic courses in a special education setting**

Students may participate in the grade-level AKS curricu-

lum courses in a special education classroom taught by a special education teacher. Students participating in these courses will work toward completing the course requirements for a regular education diploma.

**Language Arts, Mathematics, Science, Social Studies, and elective courses designed for students who have significant cognitive disabilities**

The curriculum is aligned with the Georgia Standards of Excellence and includes functional and developmental components. Successful completion of these courses will satisfy requirements toward a regular education diploma for students with significant cognitive disabilities. For students participating in these courses, the Georgia Alternative Assessment (GAA) will serve as the graduation test required to earn a regular education diploma, replacing local- and state-required graduation tests.

## Student and Teacher Resources Available Through Media Services Web Page

Media resources may be accessed through the Online Research Library button in MYeCLASS. No password is needed from home when accessing through the Online Research Library. Individual database links in eCLASS course pages require passwords when students are not at school. The password for state-provided GALILEO resources changes quarterly. Passwords for all resources are available in MYeCLASS by selecting the Passwords link on the Online Research Library button in MYeCLASS.

### GCPs Resources available online

<b>American Government (ABC-CLIO)</b>	Explains the foundations of our government, connects these concepts to the issues of the day, and examines the strengths and weaknesses of the political and economic systems of the U.S.
<b>American History (ABC-CLIO)</b>	From the explorers of the Americas to today's headlines, American History investigates the people, events, and themes of our nation's evolution.
<b>The American Mosaic (ABC-CLIO)</b>	Provides students with curricular support and self-help tools on the history of specific groups including African Americans, American Indians, and Latino Americans.
<b>Biography in Context</b>	Illustrated biographies searchable by name, profession, title, place, origin, gender, race/ethnicity, title of work, date of birth, and date of death.
<b>Britannica Image Quest</b>	Access to more than 2 million rights-cleared images from more than 50 of the best collections in the world.
<b>CultureGrams</b>	Up-to-date reports including facts, culture, daily life, customs, famous people, and recipes. Reports the history of states, including history, symbols, economy, and geography.
<b>Daily Life Through History (ABC-CLIO)</b>	Discover details about past eras that make historical accounts relevant and meaningful from their modern-day perspective.
<b>Gale Virtual Reference Library (eBooks)</b>	eBooks from Gale and premier partners, including ISTE, ASCD, ABC-CLIO, DK, and Encyclopedia Britannica, to support the K–12 core curriculum.
<b>Issues (ABC-CLIO)</b>	Helps students develop an in-depth understanding of how society shapes and is shaped by controversy.
<b>Lit Finder</b>	Extensive full-text collection of poetry, short stories, essays, speeches, and plays.
<b>Literature Resource Center</b>	Comprehensive online literature source includes biographical information on authors; full-text articles, essays, and reviews from journals and magazines; overviews of frequently studied works; and full-text poems, short stories, and plays.
<b>Modern Genocide: Understanding Causes and Consequences (ABC-CLIO)</b>	Provides curricular support for those doing research on the topic of genocide.
<b>Opposing Viewpoints in Context</b>	Online library of current event topics includes the facts, as well as the arguments, of each topic's proponents and detractors, statistics, government data, information on legislation, and more.
<b>PebbleGo Series</b>	Provides students with information on biographies, and a variety of science and social studies topics.
<b>Pop Culture Universe (ABC-CLIO)</b>	An authoritative digital database on popular culture in America and the world, both past and present.
<b>Scholastic Flix Series</b>	BookFlix, TrueFlix, FreedomFlix and ScienceFlix provides interactive materials and collections of ebooks in a variety of content areas from Scholastic.
<b>Science in Context</b>	Science topics, biographies, experiments, and scientific developments in science periodicals and reference titles. Includes pictures, illustrations, audio clips and video clips.
<b>Student Resources in Context</b>	Periodicals, reference books, multimedia, and primary sources provide information on people, places, authors, books, and timelines.
<b>TeachingBooks.net</b>	Provides original, in-studio movies of authors and illustrators and a wealth of multimedia resources on K–12 books to support reading and library activities for all grades and content areas.
<b>United States Geography (ABC-CLIO)</b>	Provides students with curricular support and self-help tools on the geography of the 50 states of the United States of America.
<b>World at War (ABC-CLIO)</b>	Comprehensive information and unique insights into the military conflicts that have defined our world from antiquity to today.
<b>World Geography (ABC-CLIO)</b>	Provides students with curricular support and self-help tools on the geography of different countries throughout the world.

<b>World History: Ancient and Medieval Eras (ABC-CLIO)</b>	Provides students with curricular support and self-help tools on ancient and medieval history of countries throughout the world.
<b>World History in Context</b>	Comprehensive collection of full-text periodicals, reference works, and primary source documents covering world history topics from pre-antiquity to the present.
<b>World Religions (ABC-CLIO)</b>	A virtual reference work that covers religion across the globe and enables a deeper understanding of the complex issues facing us in the 21st century.

*These sites are not maintained by Gwinnett County Public Schools.*

### **GALILEO Resources available online**

The password for state-provided GALILEO resources changes quarterly. The current password is available in MYeCLASS by selecting the Passwords link on the Online Research Library button. Passwords are not needed when accessing the databases through the Online Research Library or when on a GCPS-networked computer.

<b>Academic Search Complete</b>	Multi-disciplinary database containing full-text periodicals. Includes peer-reviewed journals, monographs, reports, and conference proceedings.
<b>Advanced Placement (AP)Source</b>	Extensive database designed to meet the needs of high school students enrolled in various courses. Contains more than 5,550 full-text academic journals and magazines and more than 502,000 photos, maps, and flags.
<b>Annals of American History</b>	History of the United States through speeches, historical accounts, memoirs, and multimedia.
<b>Britannica Biographies</b>	Access to hundreds of biographies on famous historical and contemporary figures from around the world.
<b>Britannica Online</b>	Provides access to encyclopedia articles on a variety of subjects to be used by high school students.
<b>Civil Rights Digital Library</b>	Provides links to primary sources and other educational materials on a national scale from libraries, archives, museums, public broadcasters, and others.
<b>Civil War in the American South</b>	A collaborative initiative to provide a single, shared point of access to the Civil War digital collections held at many individual libraries.
<b>Consumer Health Complete</b>	A comprehensive resource for consumer-oriented health information. Includes full text from many health encyclopedias, reference books, and reports, as well as physician-generated videos, medical images, and diagrams.
<b>Explora Primary and Secondary</b>	Provides a dedicated search interface for the EBSCO databases owned by primary and secondary schools.
<b>History Reference Center</b>	Database featuring reference books, encyclopedias, nonfiction books, and history periodicals, as well as thousands of historical documents, biographies of historical figures, photos, maps, and historical video.
<b>Literary Reference Center</b>	Full-text database includes plot summaries, synopses, and work overviews; literary criticism; author biographies; full-text literary journals and classic novels; classic and contemporary poems and short stories; author interviews; and book reviews.
<b>Mas Ultra School Edition</b>	Designed specifically for school libraries, this database contains popular full-text magazines, full-text reference books, biographies, primary-source documents, photos, maps, flags, and color PDFs.
<b>Merck Manual</b>	Standard handbooks of medical information.
<b>Newspaper Source</b>	Provides cover-to-cover full text for 35 national and international newspapers, including <i>The Christian Science Monitor</i> , <i>USA Today</i> , <i>The Washington Post</i> , <i>The Times</i> (London), and <i>The Toronto Star</i> .
<b>Non-Fiction Book Collections</b>	A research database that contains abstracts and searchable full text for more than 4,000 popular nonfiction books for youth on core subject areas as well as information on careers, health, sports, adventure, and technology.
<b>Novelist Plus</b>	Online readers' advisory tool that helps readers find new books based on books they've read or on topics in which they are interested.
<b>SIRS Discoverer</b>	Provides full-text articles and images from periodicals and government documents to support research in grades one through nine.

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# MYeCLASS Student Portal

Gwinnett County Public Schools' Student Portal is MYeCLASS, part of the school system's eCLASS initiative. The Student Portal is an online environment that supports the teaching and learning that occurs in classrooms throughout Gwinnett County. It gives you access to online course pages, a selection of digital textbooks and resources, the online research library, a media catalog, databases of general reference materials, eBooks, and your grades!

## Features on the MYeCLASS Student Portal

Find these links and tabs on the MYeCLASS home page, noted in top illustration to right.

- **Digital Textbooks** that correspond to your class schedule. (Not all textbooks are available on the portal at this time.)
- **eCLASS C&I course pages** to extend your access to coursework during and beyond the school day.
- **Additional digital resources**, such as links to websites that expand and support what you are learning.
- **The online research library and media catalog**, including general reference materials, eBooks, and databases full of learning resources.

GCPS students can use their smartphones to access the StudentVUE app to find grades, schedules, and more! The StudentVUE mobile app is available in Google Play for Android devices and the App Store for Apple (iOS) devices.

## Login is easy!

You can access the features available on MYeCLASS with a single sign-on. Log into MYeCLASS using your GCPS student number and the password you create at the beginning of the school year. You can reset your password via the Student Portal or on a GCPS computer. (If you don't remember your password or do not have one, ask your teacher.) Keep up with your MYeCLASS login, so you can check grades, refer to textbooks, and do research wherever and whenever you have Internet access.

**Resources**

**Textbooks**

**Course Pages**

**Grades**

Classes for North Gwinnett High School	Teacher	Room
1: CHEMISTRY GIFTED	Oakwood Jamison	Room: 703
Sem2Avg	96	0 Missing Assignments
2: 10TH GRADE LIT & COMP GIFTED	Melissa McBane	Room: 701
Sem2Avg	98	0 Missing Assignments
3: INTRODUCTION TO CULINARY ARTS	Louisa King-Strom	Room: 426
Sem2Avg	98	0 Missing Assignments

Search	Show Missing	Show Upcoming	Show Done
6 total items	Week 21 - 5/24/2020 through 5/30/2020 (2 items)		Week 21 - 5/24/2020 through 5/30/2020
MAY 26	Final Exam eCLASS Assessment 90 minutes to complete   Final Exam   1.00 points	98 98%	
MAY 27	eCLASS - Calendar Content - Free Response 15 minutes to complete   Summative   1.00 points	95 95%	
			Week 26 - 6/28/2020 through 7/4/2020
			Week 27 - 7/5/2020 through 7/11/2020

GCPS Student ID Number

Password (student-created)

Find the MYeCLASS tab on the GCPS home page at [www.gcpsk12.org](http://www.gcpsk12.org).

# Bring



**eCLASS**  
smartphone • tablet • laptop

**Looking for more  
on BYOD?  
Ask your school  
or go to the  
GCPS website.**

## Bring Your Own Device (BYOD)...

In Gwinnett County Public Schools, more and more instructional activities can be enhanced when students bring their own personal devices (tablets, laptops, etc.) to class. As you consider the value of this experience and the opportunity to use a personal device at school, here are some things to know:

- **GCPS encourages students to take advantage of the school system's BYOD (Bring Your Own Device) policy, but participation is not required.**
- Students should **bring devices that they are comfortable using.**
- With the variety of activities for which students might use a device in class, **no single device is likely to do it all.**
- **Some devices are better suited to certain instructional activities than others.** You may want to look at options and limitations based on what your class is doing.
  - **A tablet** is great for online research, viewing videos, taking notes using apps, and even taking photos and making videos if it has a camera.
  - **A Chromebook** allows students to more easily create documents compared to a tablet. Most of a Chromebook's documents and apps exist in the cloud but it can be used without Internet access. For instance, students can use Google drive to produce papers and presentations, access Google and Chrome web apps, and more.
  - **A laptop** allows students to access software they use to complete assignments and use with other applications, as well as the Internet.

### Looking for a laptop, Chromebook, or tablet for your student? Consider these features.

Features	Laptop	Chromebook	Tablet
<b>Recommended for...</b>	Any level, but preferred for middle or high schools	Any level, but preferred for upper elementary, middle, or high	Best for elementary, especially for lower grades
<b>Screen Size</b>	13" or higher	11" or higher	9" or higher
<b>Memory/RAM</b>	8GB or higher	4GB or higher	N/A
<b>Storage</b>	128GB minimum	16GB minimum (32GB optimal)	16GB minimum (32GB optimal)
<b>Battery Life</b>	7 hours or better	7 hours or better	7 hours or better
<b>*Wireless</b>	802.11 A/B/G/N or AC	802.11 A/B/G/N or AC	802.11 A/B/G/N or AC
<b>Operating System</b>	Windows 10 or higher Mac OS - BIG SUR or higher	Chrome OS 88 or higher	iOS 14 or higher Android 8.1 or higher

**\*Wireless: N or AC is preferred**







**Gwinnett County Public Schools**

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