

Northeast Campus, Tift County High School Course Description Catalog



*“Whatever It Takes.....Student
Achievement”*

2008-2009

TCHS, Northeast Campus

3021 Fulwood Road—Tifton, Georgia, 31794

Tift County High School Graduation Requirements for Students Entering Ninth Grade *2008-2009 And After*

Carnegie Units: A minimum of 26 Carnegie units is required for graduation. These units must include the subjects and/or courses specified in the core curriculum. A course shall count only once for satisfying any Carnegie unit requirement for graduation.

Enrollment: A student must be enrolled in grades 9 –12 for a minimum of eight semesters.

New Graduation Requirements: In September 2007, the State Board of Education passed a new set of graduation requirements that will assure Georgia's high school students graduate college and are work ready.

The rule was revised in conjunction with the implementation of the new Georgia Performance Standards in English, Mathematics, Science, Social Studies, as well as electives. The new curriculum and the new graduation requirements will help students graduate from high school with the knowledge and skills they need to be successful in college and the workplace.

The new requirements will go into effect for students enrolling in the ninth grade for the first time in the 2008-2009 school year.

All students will be required to complete a total of 23 units for graduation.**

All students will take:

- 4 units of English
- 4 units in Science
- 4 units in Mathematics
- 3 units of Social Studies
- At least 3 units required from: Foreign Language and/or CTAE and/or Fine Arts for all students
- At least 4 additional electives
- 1 health/physical education course

** This is the minimum number of units required by the State Board of Education. Local school districts can establish additional graduation requirements beyond those set by the State Board of Education.

In addition to the 23 units required by the state, Tift County requires that students take an additional unit of social studies, an additional elective class, and 1 unit in Computer Applications for a total of 26 units.

THE NEED FOR CHANGE

"Successful preparation for both postsecondary education and employment requires learning the same rigorous English and mathematics content and skills. No longer do students planning to go to work after high school need a different and less rigorous curriculum than those planning to go to college." (Achieve, Inc., 2004)

To ensure that Georgia's students graduate, college and work ready, the State Board of Education has taken the bold step of adopting rigorous new graduation requirements for all students. The state's new "Graduation Rule." Approved goes into effect for incoming ninth-graders in 2008.

The new requirements were originally drafted by a "graduation rule committee," comprised of representatives from local school districts, the Georgia Department of Education, The University System of Georgia and the Department of Technical and Adult Education, as well as members of the business community. Numerous vetting sessions were held around the state and feedback was used to make revisions throughout the process.

The new rule establishes the state's minimum academic requirements for earning a high school diploma. Local systems may enact additional requirements that go above and beyond the requirements in the state rule.

A hallmark of the new rule is the elimination of tiered diploma requirements. Under the tiered rule there were different expectations for different groups of students, depending on whether they were going to college or into the work world. The new rule has one common set of requirements for all students and specifies certain courses that all students must take — making rigorous content an expectation for all, not just some. The elimination of the tiers also helps to blur the lines that separated "college prep" from "career tech." Under the new rule, more students will have an opportunity to see the choices that are available, not just in academic or career-oriented courses but also in Advanced Placement, dual enrollment, joint enrollment, and classes for industry certification. More students should be able to take a variety of courses based on their areas of interest. If students are actively involved in selecting courses they want, more will get "hooked" and more will graduate.

Requirements in the new graduation rule are aligned with the Georgia Performance Standards (GPS) for math, science, social studies and English language arts. Electives provide multiple opportunities for students to continue taking advanced coursework, academic support classes, or special interest courses, depending on the individual's needs and goals. More students with disabilities will have the opportunity to earn a regular education diploma, thus enabling them to be employed or go on to postsecondary education.

The new graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

Georgia Graduation Rule Revision

Comparison of Current and New Requirements

Current Rule	New Rule
4 tiers, each with different requirements:	1 common set of requirements for all students
College Preparatory (CP) and College Preparatory with Distinction (CP+),	
Technology/Career (TC) and	
Technology/Career with Distinction (TC+)	
22 total units required for CP and TC	23 total units required for all students
24 total units required for CP+ and TC+	
4 units of English Language Arts required for all students	4 units of English Language Arts required for all students
4 units of Mathematics required for CP and CP+; 3 units required for TC and TC+	4 units of Mathematics required for all Students
3 units of Science required for all students	4 units of Science required for all students (the 4th science unit may be used to meet both the science and elective requirements)
3 units of Social Studies required for all students	3 units of Social Studies required for all students, all courses are specifically identified**
1 unit of Health and Physical Education required for all students	1 unit of Health and Physical Education required for all students; 3 units of JROTC may be used to meet the requirement
1 unit of Computer Technology and/or Fine Arts and/or Technology Career Preparatory and/or Foreign Language required for all students	A total of 3 units required from: CTAE and/or Foreign Language and/or Fine Arts for all students (students planning to enter or transfer into a University System of Georgia institution must take two units of the same foreign language).
2 units of Foreign Language required for CP and CP+ students	
5 — 6 additional elective units depending on tier (CP, CP+, TC, TC+)	4 additional elective units for all students

****Note : Tift County requires 4 units in social studies. One unit in US History, one unit in World History, one unit in American Government/Civics and one unit in Economics.**

Tift County also requires that all students complete 1 unit in Computer Applications and 1 additional elective unit.

Total # of Units Required by Tift County = 26

CAREER, TECHNOLOGY, AND AGRICULTURAL EDUCATION (CTAE)

Georgia Graduation rules require that you select a career pathway to best align your high school education with future career and post-secondary education goals. One of the requirements is to have three (3) consecutive units in a CTAE (Career, Technical, Agricultural Education) and/or Fine Arts and/or Foreign Language course (*Students planning to enter or transfer to a University System of Georgia institution must take two (2) units of the same foreign language.*). Career planning is a process that begins with three questions: Who am I? Where am I going? How will I get there? To facilitate this process each eighth grader completed the interest inventory on the GAcademy411 website. This website has been designated by the state as the vehicle to explore careers and colleges, to compile student educational data, and to transmit college applications, transcripts and financial aid information. Your child's account can be accessed at gacollege411.org.

CTAE – Tift County Schools

Career Pathways are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career related courses usually commencing in the 9th grade and leading to an associate degree, and/or industry-recognized certificate or licensure, and beyond.

In Tift County, students have the following career pathway choices:

Agriscience

- Basic Agriculture Science & Technology
- Animal Science Technology/Biotechnology
- Plant Science and Biotechnology
- Biotechnology

Small Business Development

- Business Essentials
- Legal Environment of Business
- Entrepreneurial Ventures

Therapeutic Services – Nursing

- Introduction to Healthcare Science
- Application of Therapeutic Services
- Nursing Essentials
- Nursing Internship

Tift County Graduation Requirement Checklist

Name _____ Year Entered 9th Grade _____

English/Language Arts – 4 Units Required	
9 th Literature/Honors Literature*	
10 th Literature/Honors Literature	
11 th Literature/AP Literature*	
12 th Literature/AP Literature	
Mathematics – 4 Units Required	
Mathematics I/Accelerated Mathematics I*	
Mathematics II/Accelerated Mathematics II*	
Mathematics III/Accelerated Mathematics III	
Mathematics IV/AP Calculus or AP Statistics	
Science – 4 Units Required	
Physical Science*	
Honors Biology*	
Biology*	
Chemistry	
Physics	
CTAE Science Class	
Other Science Core Class	
Social Studies – 4 Units Required	
American Government/Honors American Government	
US History/AP US History*	
World History	
Economics *	
Computer Applications – 1 Unit Required	
Health/Physical Education – 1 Unit Required	
CTAE and/or Foreign Language and/or Fine Arts – 3 Units Required (A Peachstate Pathway can complete this requirement)	
Additional Electives – 5 Required	

*Class has an EOCT

End of Course Testing

The A+ Educational Reform Act of 2000, O. C. G. A. §20-2-281, mandates that the State Board of Education adopt end-of-course assessments in grades nine through twelve for core subjects to be determined by the State Board of Education. With educator input, and State Board approval, the End-of-Course Testing program is currently comprised of the following eight content area assessments:

Mathematics

- Algebra I
- Geometry
- Mathematics I
- Accelerated Mathematics I

Social Studies

- United States History
- Economics/ Business/ Free Enterprise

Science

- Biology
- Physical Science

English Language Arts

- Ninth Grade Literature and Composition
- American Literature and Composition

Each EOCT is aligned with the standards in the Quality Core Curriculum (QCC). The EOCT program was created to improve student achievement through effective instruction and assessment of the standards in the eight EOCT core high school courses. The EOCT program helps to ensure that all Georgia students have access to a rigorous curriculum that meets high performance standards. The purpose of the EOCT is to provide diagnostic data that can be used to enhance instructional programs. Any student enrolled in and/ or receiving credit for an EOCT course, regardless of grade level, will be required to take the EOCT upon completion of that course. The EOCT is the final exam for an EOCT course. The student's final grade in the course will be calculated using the course grade as 85% and the EOCT score as 15% of the final grade. The student must have a final course grade of 70 or above to pass the course and to earn credit toward graduation. There are three administrations of the EOCT each school year beginning with the winter of 2003. The EOCT will be administered during the fall/ winter semester, the spring semester, and during the summer term. *EOCT Study Guides* (available on the DOE web site at www.doe.k12.ga.us) provide information to students, parents, and teachers about the EOCT. Areas included are: general test-taking strategies, sample test items, and suggestions for studying for the EOCT. There are eight *EOCT Study Guides*, one for each EOCT content area. *EOCT Content Descriptions* (available on the DOE web site at www.doe.k12.ga.us) provide Georgia students, parents, and educators with information on the content of the EOCT. The content standards set forth in the QCC offer broad descriptions of the knowledge and skills students are expected to learn in each content area. The *Content Descriptions* provide details and information about how students will be assessed in each content area. Sample items are also available on the web site.

Georgia College and University Admission Requirements

Subject	Unit Requirements
English	4
Mathematics	4
Science	3
Social Studies	3
Foreign Language	<u>2</u>
Total CPC	16

A minimum *Freshman Index* (FI) is based on a combination of a student's SAT/ACT scores and high school grade point average (HSGPA)*. The minimum requirements for regular freshman admission beginning in the year 2001 is as follows:

Research Universities

UGA
 Georgia Tech
 Georgia State
 Medical College of Georgia

Additional CPC = 4 (includes Fine Arts)
 FI = 2500 (must include at least 430 on SAT verbal and 400 on SAT math)

Regional Universities

Valdosta State University
 Georgia Southern

Additional CPC = 2 (includes Fine Arts)
 FI = 2040 (must include at least 430 on SAT verbal and 400 on SAT math)

Senior Colleges

Albany State
 Fort Valley State
 Georgia Southwestern
 West Georgia College

Additional CPC = 2 (includes Fine Arts)
 FI = 1940 (must include at least 430 on SAT verbal and 400 on SAT math)

Two-Year Colleges

Abraham Baldwin Agricultural College

FI = 1830 (must include at least 330 on SAT verbal and 310 on SAT math)

*Calculation of the Freshman Index (FI)

$$\text{SAT Verbal} + \text{SAT Math} + [\text{High School Grade Point Average (HSGPA)} \times 500] = \text{FI}$$

Maximum SATV = 800

Maximum SATM = 800

Maximum HSGPA – 4.0 x 500 = 2000

Maximum FI = 3600

By 2001, students with any course deficiencies in the five areas of the CPC will not be admissible to research universities, regional universities, or state universities. Depending on their academic qualifications (i.e. freshman index, comprised of HSGPA and SAT or ACT score) some of these students will be admissible to two-year colleges where they will be required to take additional courses to make up for CPC deficiencies and/or learning support courses.

Athletic Scholarship Eligibility NCAA Clearinghouse Certification

To be certified by the Clearinghouse, you must:

1. Graduate from high school.
You should apply for certification before graduation if you are sure you wish to participate in athletics as a freshman at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.
2. Earn a grade-point average of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 13 academic courses which were successfully completed during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. No special values are allowed for “+ “ or “-“ grades. The chart below shows what your core courses must include at a minimum.
3. Earn a sum of scores of at least 68 on the ACT or a combined score of at least 820 on the recentered SAT (or 700 on the nonrecentered SAT) on a national test date.

For Division I: The minimum grade-point average in the 13 core courses and required ACT or SAT score vary according to the Initial-Eligibility Index. This index applies to students enrolling as college freshman during 1996-97 and thereafter who wish to participate in Division I athletics.

Core GPA	ACT Sum	RC SAT	SAT
Above 2.500	68	820	700
2.500	68	820	700
2.475	69	830	710
2.450	70	840-850	720
2.425	70	860	730
2.400	71	860	740
2.375	72	870	750
2.350	73	880	760
2.325	74	890	770
2.300	75	900	780
2.275	76	910	790
2.250	77	920	800
2.225	78	930	810
2.200	79	940	820
2.175	80	950	830
2.150	80	960	840
2.125	81	960	850
2.100	82	970	860
2.075	83	980	870
2.050	84	990	880
2.025	85	1000	890
2.000	86	1010	900

Core Units Required for NCAA Certification

	Division 1	Division 2
English Core	4 years	4 years
Math Core*	2 years	2 years
Science Core	2 years	2 years
Social Science Core	2 years	2 years
From English, Math, or Science	1 year	1 year
Additional Core (English, Math, Science, Foreign Language, Computer Science, Philosophy, Nondoctrinal Religion)	2 years	2 years
Total Core Units	13	13

*Important Note: For students enrolling as college freshman during 1996-1997 and thereafter, Division I certification requires 2 years of math, including at least 1 year of algebra and 1 year of geometry (or a course for which geometry is a prerequisite.)

Pre-Algebra does not count as a year of math nor does Applied Mathematics. Applied Biology/Chemistry does not count as a Natural or physical Science.

Additional academic core courses may be from any of the following areas: English, Math, Science, Natural or Physical Science, or Foreign language.

The Hope Scholarship

Technology/Career-Preparatory diploma, the student must have earned a cumulative GPA of 3.2 on a 4.0 scale or 85 numeric grade average.

Hope- *Helping Outstanding Pupils Educationally* – is Georgia’s unique scholarship program that rewards students’ hard work with financial assistance. Georgia high school students who graduate with a “B” average meeting the academic requirements for their graduating class will be recognized as HOPE Scholars. Students must also be legal residents of Georgia.

For the high school graduating class of 2000 and after, only the grades earned in core-curriculum high school subjects will be counted in figuring the grade point average (GPA) for HOPE eligibility. The subjects that will be counted, and the number of units the students in the class of 2003 must have earned, are listed below.

College Preparatory Diploma

Vocational Technical Diploma

English Language Arts	4 units
English Language Arts	4 units
Mathematics	4 units
Mathematics	3 units
Social Sciences	3 units
Social Sciences	3 units
Science	3 units
Science	3 units
<u>Foreign Language</u>	<u>2 units</u>
Total:	16 units
Total:	13 units

To be academically eligible for a HOPE Scholarship immediately after high school graduation, a student must have a “B” average in the required subjects for that graduating class. If the student is graduating with a college preparatory diploma, the “B” average is defined as a cumulative GPA of 3.0 on a 4.0 scale or 80 numeric grade average. With a

Northeast Campus, TCHS Course Offerings

Ninth Grade ELA/Honors* ELA**

This GPS-based course focuses on an intensive study of different types of literature, the writing process, and vocabulary. Emphasis is placed on the practice of all phases of the writing process along with the reading of short stories, novels, poetry, mythology, drama, fiction, and nonfiction. Students are expected to function the majority of the time in the higher levels of thinking and to assume more responsibility for their own learning with less direct teacher instruction.

English ESOL I (ESOL I)

Offers basic English grammar and vocabulary practice for speakers of other languages; Emphasizes comprehension and production of spoken and written English and focuses on interpersonal communication skills and United States culture.

Honors* Biology I**

This course in biology offers an in depth study of related topics including reference and research skills, cell structure and function, and molecular processes. The course also includes a study of : DNA, genetics, methods of cell reproduction, taxonomy, a survey of the five kingdoms of living things as well as a study of ecological relationships.

Physical Science

Promotes science skills through study of properties of matter, atomic theory, chemical symbols, stoichiometry, periodic tables, organic chemistry, energy, mechanics, waves and energy transfer, electricity and magnetism. Includes reference and research skills. Lab work is required.

Mathematics I

This is the first in a sequence of mathematics courses designed to prepare students to enter college at the calculus level. It includes radical, polynomial and rational expressions, basic functions and their graphs, simple equations, fundamentals of proof, properties of polygons, coordinate geometry, sample statistics, and curve fitting. (*Prerequisite: Successful completion of 8th Grade Mathematics.*)

Accelerated Mathematics I

This is the first in a sequence of mathematics courses designed to prepare students to take AB or BC Advanced Placement Calculus. It includes radical, polynomial and rational expressions; functions and their graphs; quadratic and radical equations; fundamentals of proof; properties of polygons, circles and spheres; coordinate geometry; sample statistics and curve fitting. (*Prerequisite: Successful completion of 8th Grade Mathematics.*)

American Government/Honors* American Government**

Focuses on basic concepts and principles of the American political system. Covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Stresses critical analysis of public issues. Integrates and reinforces social studies skills. This course meets the state's Citizenship requirement for graduation.

*****Honors courses are designed to challenge students at a high level. These classes are part of our Gifted and Talented Program. Students can expect increased rigor, a faster pace, and significantly more performance tasks and requirements. These courses also prepare students for Advanced Placement (AP) courses. Students' academic records are reviewed before students are recommended for honors courses.**

ELECTIVES

Basic Agricultural Science Technology

Approaches animal, plant and environmental science from an agricultural research point of view. Students use experiments to test scientific facts about plant and animal growth, reproduction and genetics. Also included are the areas of food quality, disease development and control, pest life cycles and control, and environmental soundness utilizing hands-on activities.

General Horticulture

Introduces the basic principles and terminology pertaining to plant growth and development. Students demonstrate abilities in selecting soils and plant growing media. Other skills include propagating plants through cuttings, transplanting potted plants and management for commercial or private greenhouses. These skills enable the student to pursue horticulture as a hobby or a career. Students also study plant propagation from seed. Students develop abilities in watering, fertilizing and controlling weeds, insects, diseases and other pests of greenhouse plants. A study of floral design is taught with emphasis on beginning a horticultural business. Students learn to design, install and maintain a home and public landscape. (Must have teacher approval.)

Computer Applications

Designed to provide practical applications through "hands-on" instruction. The student becomes familiar with the use of the computer as a tool for work and personal applications, computer related careers and computer terminology. Correct keyboarding techniques are stressed and the review of alphabetic keyboarding. The practical approach to software applications includes: Word Processing, Spreadsheets, Presentation, and Data Base Management. Software used is Microsoft Office.

Business Essentials

This is a foundation course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. This course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics, Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Foundations of Family and Consumer Sciences

Addresses the essential knowledge, skills, and behaviors all students need to live successfully in today's world. A project-based approach is recommended in order to integrate suggested topics into the study of individual and family issues. Topics that may be addressed include higher order thinking, reasoning, and decision making process; life responsibilities as individuals and family members; building communication and interpersonal relations skills; wellness planning; planning and building employability skills; transferring school skills to life and work; planning for lifelong development and learning; career exploration and planning; balancing family and career, and managing personal resources.

Foundations of Engineering & Technology

This is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.

Project Success I

Provides an intervention instructional/support laboratory program for at-risk students identified according to the mandates of the Carl Perkins Vocational and Applied Technology Education Act (PL 103-392). Uses a blocked schedule, including language arts, mathematics and project success; provides equal access to vocational programs. Includes assessment of interests and abilities, adaptation of curriculum, instruction, facilities and equipment, guidance and counseling, career development activities and transitional services.

Project Success II

Enhances level-one competencies; provides further support services in math, language arts, social studies, science and vocational studies.

Personal Fitness - ½ Credit

Promotes the development and maintenance of personal fitness throughout the life cycle. Students learn relaxation techniques to reduce stress and sound nutritional practices as they relate to physical fitness. Students participate in jogging, weight training, aerobics, and pace walking. (This course will be paired with health.)

Health - ½ Credit

Increases the student's knowledge in health, safety, and first aid. In a broader sense, wellness is the focus of the comprehensive course. Contemporary health is dynamic and students are presented information to help increase the proper decision about lifestyle factors.

Weight Training

Introduces weight training; emphasizes strength, development, training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. This course does not meet graduation requirements for personal fitness or advanced personal fitness.

Advanced Weight Training

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

Visual Art/Comprehensive I

The art department offers a variety of art projects within a general art class. This course is designed to develop an awareness and appreciation of the visual arts and to develop artistic talents. The first semester concentrates on pencil, pastel, colored pencil, and pen and ink drawing. The second semester concentrates on watercolor painting, acrylic painting, ceramics, weaving, sculpture and graphics. Both semesters touch briefly on art history. This is a lab/lecture course.

Beginning Band I

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Intermediate Band I

Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.

Beginning Jazz Band I

Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form.

Beginning Jazz Band II

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as indigenous American art form.

Beginning Mixed Chorus I

Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Beginning Mixed Chorus II

Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences.

Spanish I

An introductory course to the Spanish language. Emphasis is placed on speaking, listening, reading and writing skills. The customs and life of Spanish-speaking people and countries are studied. Prerequisite: Teacher recommendation.

Oral/Written Communication (Speech)

Focuses on critical thinking, organizing, and communicating appropriately to different audiences: presents methods to develop and arrange ideas and information in written form for effective oral delivery. Emphasizes writing and public speaking skills.

Speech/Forensics I

Introduces critical thinking skills through the detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature and debate. Emphasizes understanding of various forensic speaking formats while applying reasoning, research, and delivery skills.

*****All courses are one (1) credit unless noted otherwise.**