students beginning high school in 2015-16
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.

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  health and physical education
mathematics  modern and classical languages
science  fine arts
social studies  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 MYeCLASS and Media Resources, starting on page 42.

The Choice Book is produced by Gwinnett County Public Schools, Department of Communication and Media Relations.
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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. Students take two exams per day, and are released early on these exam days. For eight courses— two 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 GCPS’ High School Gateway Writing Assessment— a test with two essays rated in Science and Social Studies— in 9th (accelerated classes) or 10th grade. You must pass both sections of the Gateway to earn a GCPS diploma. 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 coursework. 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 redesigned 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 new 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?

Yes, Personal Fitness (PE) and Health are required for graduation. You do not have to take these courses in 9th grade, although that schedule is best for most students. Students who want room in their schedules for extra electives— for example, art, music, or technology— may choose to take PE and/or Health during the summer before or after 9th grade through face-to-face summer school classes or through Online Campus. ([See pages 11-12 for more information.](#)) In addition, students earning three credits of Junior Reserve Officer Training Corps (JROTC) fulfill the PE/Health requirement for graduation.

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

During Health class, you will participate in a one-week seminar on drugs and alcohol, called the Alcohol and Drug Awareness Program (ADAP). You will receive a certificate to show you completed the course. Keep the certificate, as you will need it when you apply for your driver’s license. You also must contact the registrar at your school to request a certificate of school enrollment to apply for a learner’s permit. You will need the ADAP certificate and certificate of enrollment to apply for a driver’s license. If a student is not present for the ADAP course, the health teacher can provide an opportunity to learn the content online and receive the certificate. For complete information on driver’s license requirements, go to 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. If you are interested in taking courses at Maxwell High School of Technology or in the Grayson High School Technical Education Program, make an appointment with your school counselor to determine when you can best fit these courses into your high school schedule. ([Find an overview of available technical education courses on pages 38–39.](#))

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 39 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 AdvancED, the umbrella organization over the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).


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.gwinnett.k12.ga.us and click on “The AKS” in the “I want to… Get a copy of…” pull-down menu.

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 24.

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 postsecondary studies and for work in business and technical fields. See pages 10–12 and 38–39.

Career Cluster/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. 9th graders, with help from their family and school advisors, will select a Career Pathway to explore during high school, with the possibility of real-life experience in the field 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 Test, TOEFL, 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 college-admissions standards, Modern and 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.

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**Did you know?** While an 89% is only one percentage point below a 90% in your GPA, that’s the difference between a 3.0 (B) and a 4.0 (A) averaged into your CGPA. **Challenge yourself to do your best.**

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**Grades: Understanding GPA and CGPA**

**Cumulative Grade Percent Average (GPA):** The average of all of a student’s course GPAs in every high school course he or she has taken. For example, a student with A’s and B’s might have a cumulative GPA of 94%.

**Cumulative Grade Point Average (CGPA):** The average of all of a student’s course GPAs in every high school course the student has taken, using 4 for an A, 3 for a B, etc. For example, a student with A’s and B’s might have a CGPA of 3.4.
**CSS/Financial Aid PROFILE**: A financial aid form required by many private colleges, in addition to FAFSA.

**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 42.

**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 12.

**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 24 and 40–41.

**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 24 and 40–41.

**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 21–22.

**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 current year tax return for the student and student’s parents/guardians. This form also may be used for HOPE application eligibility.

**Gateway**: GCPS’ essay test that measures a student’s ability to write effectively about Science and Social Studies AKS covered in 9th and 10th grades. Students enrolled in accelerated classes may take the Gateway in the spring of 9th grade. Most students take this exam in 10th grade. See page 9.

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

**Georgia Alternative Assessment (GAA)**: A standardized portfolio 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 24.

**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 Mathematics (K–12), Language Arts (K–12), and literacy standards in Science, Social Studies, and Career and Technical Education (6–12) for the 2015–16 school year.

**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 24.

**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 residential 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.

**Guided Study:** An alternative for students to make up coursework previously failed. Guided Study courses are self-paced online courses available for a fee. See page 11.

**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.GAcollege411.org to learn more. Three different funding options are available through HOPE.

**HOPE Grant:** As of 2015, 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 Move on When Ready (MOWR) program to earn college credit at a technical college while still in high school. Credit hours paid by the MOWR program do not count toward the limit of hours paid for by the HOPE Scholarship or HOPE Grant programs. See page 11.

**HOPE Scholarship:** As of 2015, 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:** 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) Program:** 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. GCP's offers JROTC units at 11 locations — Air Force units at Collins Hill High, Meadowcreek High, North Gwinnett High, and Shiloh High; Army units at Berkmar 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 37.

**Move On When Ready (MOWR):** A dual-credit program that allows high school students (grades 9–12) to pursue full- or part-time study at approved colleges and universities, and receive both high school and college credit for the successful completion of approved academic courses on the state’s MOWR course list. The program pays for college tuition. Credit hours paid by the MOWR program do not count toward the limit of hours paid for by the HOPE Scholarship or HOPE Grant programs. See page 11.

**NCAA Clearinghouse (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 12 and 15.

**Online Courses:** There are three options for online learning through Gwinnett Online Campus (GOC). All offer AKS curriculum courses found at traditional high schools for credit. See pages 10-11 for more information about these programs, or visit www.gwinnettonlinecampus.com.

**Full-Time Charter 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 opens each February.

**Guided Study for credit recovery:** Guided Study allows a student to retake a course that he or she previously failed with a grade of 60–69% to recover credit toward graduation. There is a fee for these courses.

**Supplemental Program:** Students enrolled at a local high school may take courses for a fee through Online Campus, either during the summer or after school, to get ahead or make room in their schedule for electives.

**Postsecondary:** Referring to college or technical college coursework. 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 25.

**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 10 and 11. To be considered for the National Merit Scholarship program, students must take the PSAT during their junior year. 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 critical reading, math, and proficiency in writing. See page 16.

**School-Plus Classes** An opportunity for students to 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 page 11.

**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 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.
STATE GRADUATION REQUIREMENTS

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

* 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.

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:

- a. Personal illness, or when attendance in school endangers the health of others;
- b. Serious illness or death in immediate family;
- c. Recognized religious holidays;
- d. Student under orders from court or other government agency;
- e. Service as a page in the General Assembly;
- f. Conditions rendering attendance impossible or hazardous to health or safety;
- g. Registration to vote or voting in a public election;
- h. 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;
- i. Foster care students attending court proceedings relating to the student’s foster care; and
- j. Service in the Student Teen Election Participant (STEP) program.

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

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

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

GWINNETT COUNTY PUBLIC SCHOOLS

GRADING SCALE

<table>
<thead>
<tr>
<th>CGPA value</th>
<th></th>
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<tbody>
<tr>
<td>A = 90% and Above</td>
<td>4.0</td>
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<tr>
<td>B = 80%–89%</td>
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<tr>
<td>C = 74%–79%</td>
<td>2.0</td>
</tr>
<tr>
<td>D = 70%–73%</td>
<td>1.0</td>
</tr>
<tr>
<td>F = Below 70%</td>
<td>0.0</td>
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</table>

REPORTS TO PARENTS

Progress Reports and Report Cards

High school teachers give each student a written progress report of his or her status at the end of each six weeks/nine weeks, depending on the student’s school. Parents may request a student’s grades at other times as well, and may access grades 24/7 via the Parent Portal. Report cards for first semester are mailed to students during the first two weeks of the following semester. Report cards for second semester are available approximately seven days after the semester ends.

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 access:

- Grades for projects, tests, homework, and quizzes for current courses, including missing work.
- An overview of grades, attendance, discipline record, and program information.
- Results on standardized tests.
- A summary of the student’s library materials and textbooks.
- The current balance in the student’s MyPaymentsPlus account.

Parents also can e-mail the student’s teacher via the portal.
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 Assessment, an essay test administered in the 10th grade. Students enrolled in accelerated classes may take the Gateway in the spring of 9th grade.

GCPS High School Gateway Assessment

The Gateway Assessment measures students’ ability to write effectively about 9th and 10th grade Science and 10th grade Social Studies 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 knowledge about the topic and pull information from documents provided. Students have 125 minutes to write each of the essays, one per day.

Students in accelerated classes may take the Gateway when ready, in spring of 9th grade. Most students will participate in this writing assessment in their sophomore year. Intervention classes are provided to help students who do not pass this assessment. Students who are not successful on the test the first time have several opportunities to retake the assessment before graduation. Students must pass both sections of the Gateway 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 eight designated high school courses. Part of the Georgia Milestones Assessment System, these tests—required for two courses 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 9th Grade Literature and Composition and 11th Grade American Literature and Composition.
Mathematics Algebra I/Accelerated Algebra I and Geometry/Accelerated Geometry
Science Biology and Physical Science
Social Studies U.S. History and Economics/Business/Free Enterprise

Students must take the EOC test in order to receive credit for the courses requiring the test. 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

[Web links provided]

www.usATESTprep.com/front/login.php
(Request a user name and password from your school.)

www.GAcollege411.org Go to the Test Prep resources under the College Planning tab.
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.) Learn more about AP testing on page 17 and find more on available courses on page 24.

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. The International Newcomer Center (INC) assesses English Language Proficiency (ELP) and math skills for high school students, advises on initial course placement for international newcomers, and evaluates foreign transcripts. A typical assessment takes two to three hours. New international families with students in high school should call the INC for an appointment. (770-985-5200) The INC is located at 495 Maltbie Street in Lawrenceville. See pages 24 and 40 for more on the EL Program 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

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 in technical sciences, technology, the arts, and other career-based instruction. Students have the opportunity to earn credits toward graduation in 11 cutting-edge programs not offered at their regular high school. These technical programs are taught as one- or two-year courses, providing 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 39 for details about the Grayson program.

Gwinnett Online Campus (GOC)

GOC students take three online classes each mini-semester, earning six credits during the four mini-semesters. The school’s mini-semesters begin in August, October, January, and March. A key to the mini-semester system is that students have the opportunity to accelerate their pace of study. Students do not pay tuition for online classes if enrolled full time. The enrollment window opens in February.

Guided Study for credit recovery

The Guided Study program is designed to help eligible students to earn the necessary credits for graduation. Guided Study students must have previously failed a course with a grade of 60–69% to participate in the program. Students must be able to work independently. Students who successfully master the required AKS curriculum earn credit for the class and make progress on their graduation plan. Guided Study courses were developed by certified Gwinnett County teachers and are in an abbreviated format covering the key content of the regular
courses. Students may take the course in a self-paced format, or participate in the full course. Courses are available for a fee through Online Campus.

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 free-of-charge during the school day. Online summer school closely follows GCPS’ face-to-face summer school schedule. Students must have their counselor's approval to take an online course. Students register and pay at the Online Campus website.

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)

Junior Reserve Officer Training Corps (JROTC)
Currently, GCPS offers JROTC programs at 10 locations—Air Force units at Collins Hill, Meadowcreek, North Gwinnett, and Shiloh; Army units at Berkmar, 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 37 for course descriptions.

Maxwell High School of Technology
Maxwell High School of Technology provides career and technical education in 15 cutting-edge programs, including auto services, fire science, healthcare science, flight operations, and culinary arts. Technical courses in specialized career fields are taught as one- or two-year courses. 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 39 for details, or go to www.maxwellhigh.com.

Move On When Ready (MOWR)
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 MOWR Course Directory available at GA-College411.org. MOWR covers the cost of postsecondary 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.

Phoenix High School
Phoenix High is a choice and complement to the traditional high school program, designed for students who may be unlikely, for a variety of reasons, to reach their potential in a traditional setting. 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 regular school prior to the beginning of that school’s next official semester. (770-513-6862). Go to www.gwinnett.k12.ga.us/PhoenixHS for more information.

School-Plus Classes
Community schools, located in each Gwinnett high school, and Phoenix High offer students the opportunity to retake classes they have previously failed for 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 programs 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 41 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. Registration and payment for face-to-face summer school courses takes place online at www.mypaymentsplus.com. English Learner (EL) students may need to attend 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. Students who have completed coursework at Maxwell High School of Technology and/or the Grayson High School Technical Education Program may participate in the Work-Based Learning Program. Contact the Work-Based Learning coordinator, counselor, or advisor at your school for more information. See page 39.

### 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!

**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**
- **Debate**
- **DECA (marketing)**
- **Future Business Leaders of America**
- **FIRST Robotics**
- **FIRST LEGO League**
- **Family, Career, and Community Leaders of America (FCCLA)**
- **HOSA (future health professionals)**
- **Literary‡**
- **Mock Trial**
- **Model UN**
- **Odyssey of the Mind**
- **One-Act Play‡**
- **ProStart**
- **Quiz Bowl**
- **Readers Rally**
- **Science Olympiad**
- **SkillsUSA**
- **Technology Student Association (TSA)**

‡GHSA-governed extracurricular competitions
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. Each high school offers the following athletic teams:

- Adapted Sports
- Handball, basketball, and football are available for students with physical disabilities (Gwinnett Heat)
- Lacrosse*
- Soccer
- Softball (fast-pitch)
- Swimming and Diving
- Tennis
- Track
- Volleyball
- Wrestling
*The decision to offer lacrosse is based on student interest at the local school level.

Clubs
Each school's website has a list of available clubs. Examples of clubs found in Gwinnett high schools include:

- Academic and co-curricular clubs that focus on math, science, writing, foreign language, technology, business and marketing, and other areas of interest.
- Service and leadership groups, and honor societies.
- Special-interest clubs, such as debate, chess, broadcast, publications, the environment, sports, and more…

Fine Arts
Students have numerous opportunities in the following visual and performing arts areas:

- Visual Arts
- Photography
- Dance
- Chorus
- Band and Orchestra
- Theater

By audition, students may qualify to participate in the Kendall Orchestra, the Gwinnett County Youth Symphony, and other fine arts performance groups.

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. At the end of the first semester and all subsequent semesters, a student who wishes to try out must pass a minimum of five out of six courses and be on track for graduation.

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.
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.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Median Annual Earnings of Individuals 25 and older*</th>
<th>Unemployment Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school dropout</td>
<td>$25,376</td>
<td>9.0%</td>
</tr>
<tr>
<td>High school graduate</td>
<td>$34,736</td>
<td>6.0%</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>$41,184</td>
<td>4.5%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$57,252</td>
<td>3.5%</td>
</tr>
<tr>
<td>Master's degree</td>
<td>$68,952</td>
<td>2.8%</td>
</tr>
</tbody>
</table>


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 “My411” 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.GAcollege411.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. See worksheets under “Postsecondary Planning Resources” on the Parents tab at www.gwinnett.k12.ga.us. Use them to help you keep track of your achievements.

**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. Use Career Cruising (www.careercruising.com) at home and school to continue to investigate careers.
- Take the Preliminary SAT (PSAT) in October to prepare for college-admissions exams and identify your academic strengths and weaknesses.
- 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 “My411” account at www.GAcollege411.org, and keep up to date on changes to financial aid and admissions requirement.
- Consider dual-credit program to earn both high school and college credit next year. See pages 7 and 11 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.
• Register to take the PSAT in October for a small fee. The junior year PSAT is REQUIRED to qualify for National Merit Scholarship competition and Georgia’s Governor’s Honors Program.

• Continue to use websites like www.careercruising.com to research careers. See sections throughout this booklet for more great online resources.

• Continue to update your “My411” account at www.GAcollege411.org, and keep up to date on changes to financial aid and admissions requirements.

• 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.

• 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.

**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.

• Attend Application for Graduation session with your counselor to confirm eligibility for on-time graduation and coursework still needed.

• Continue to update your “My411” account at www.GAcollege411.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 COMPASS 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. Provide stamped and addressed envelopes to your teachers, counselors, and coaches who are writing recommendations for colleges and scholarships.

• 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) form as soon as possible after January 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.
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.

Budget permitting, GCPS covers the cost for PSAT for all 10th graders. For a small fee, GCPS 11th graders have the option to take the PSAT 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 (AIGC) Asian & Pacific Islander American Scholarship Fund (APIASF), Hispanic Scholarship Fund (HSF), Jack Kent Cooke Foundation (JKCF), United Negro College Fund (UNCF). Only PSAT scores from the 11th grade administration may be used for these scholarship programs. PSAT 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.

For more information about postsecondary planning and financial planning for college, see “The Choice Book Postsecondary Planning Supplement” under “Postsecondary Planning Resources” on the Parents tab at www.gwinnett.k12.ga.us.

ONLINE RESOURCES... RESEARCHING POSTSECONDARY OPTIONS

Career Cruising
(Talk to your advisor or counselor to get log-in information.)
www.careercruising.com

Georgia College 411
(Set up a “My 411” account for postsecondary planning.)
www.GAcollege411.org

College Board Online
www.collegeboard.org

Go College
(Check out Education Options.) www.gocollege.com

University System of Georgia
www.usg.edu

Federal Student Aid Publications
(SET up a “MyFSA” to explore college and career options.)
www.studentaid.ed.gov/pubs

American Council on Education
www.KnowHow2Go.org

College Guides
www.petersons.com, www.eCampusTours.com

POSTSECONDARY ADMISSIONS AND PLACEMENT TESTING

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

The PSAT includes Evidence-Based Reading and Writing (Reading, Writing, and Language) and Mathematics. The focus of the PSAT 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 will be 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. Free practice resources are available online through Khan Academy.

PSAT/NMSQT

Budget permitting, GCPS covers the cost for PSAT for all 10th graders. For a small fee, GCPS 11th graders have the option to take the PSAT 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 (AIGC) Asian & Pacific Islander American Scholarship Fund (APIASF), Hispanic Scholarship Fund (HSF), Jack Kent Cooke Foundation (JKCF), United Negro College Fund (UNCF). Only PSAT scores from the 11th grade administration may be used for these scholarship programs. PSAT 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.
SAT Reasoning Test
The New 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 text will be more complex than the PSAT/NMSQT and the tasks more challenging. All scores from the SAT and PSAT/NMSQT will be 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 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. Free practice resources are available online through Khan Academy.

American College Test (ACT)
The ACT also is used for college admissions. The ACT consists of four multiple-choice tests in English, Mathematics, Reading, and Science Reasoning. Test-takers have 175 minutes to complete the test. Students also may take the optional 30-minute Writing test for an additional fee. Go to 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 exempt from certain courses. However, some colleges do not honor AP credit. Students should check with their college of choice. The cost to take each exam is approximately $89. 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. Students with documented need may qualify for financial assistance to cover exam fees. The College Board sponsors the AP program. Learn more about the tests, exam fees, exam calendar, and more at www.collegeboard.org.

COMPASS TEST
COMPASS is an untimed, computer-based test that helps colleges evaluate skills and place students in appropriate courses. This test may have a fee for the student, depending on the institution. COMPASS offers tests in Reading, Writing, Math, Writing Essay, and English as a Second Language (ESL). COMPASS is not scored in the traditional sense, but rather provides a report of a student’s academic strengths and weaknesses, allowing for the most appropriate placement in college classes and additional support, if needed. Most colleges administer COMPASS during freshman orientation, before students register for classes. In Georgia, technical colleges (including Gwinnett Technical College), most two-year colleges, and many four-year colleges and universities use COMPASS in the admissions process. Talk to your counselor or advisor to learn more or go to www.act.org/compass/student/index.html.

ONLINE RESOURCES...
PREPARING FOR COLLEGE TESTING
One of your best options when preparing for college-admissions tests is www.GAcollege411.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 COMPASS, including tutorials, vocabulary help, and more. (Note: You must set-up a free account to use GAcollege411.)
The following websites also offer test prep resources.
Look for “Test Prep” links on these pages:
www.collegeboard.org
www.actstudent.org
www.careersandcolleges.com
www.4tests.com
www.number2.com

ONLINE RESOURCES... APPLYING TO COLLEGE
www.GAcollege411.org (see above)
Apply to one or many of the state’s colleges with one application.
www.commonapp.org The Common Application
Apply to one or many private and out-of-state 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

HOPE eligibility requirements on these pages reflect House Bill 326 (Preserving HOPE and Georgia Pre-K for Future Generations), passed in 2011. Talk to your counselor if you have other questions.

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 and classical languages, and some career and technical education courses, including both required and elective courses in these subjects, would 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. Students must earn credit in rigorous high school coursework in order to qualify for the HOPE Scholarship. 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) would meet the HOPE rigor requirements. The Class of 2019 (your class) and future classes must earn at least four high-rigor credits.

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

No. Each individual course grade (expressed as a percentage) must be converted to a 4.0 scale, based on Gwinnett County Public Schools' grading scale. For instance, a 77% has a value of 2.0, an 88% converts to 3.0, and a 94% is a 4.0. See page 8 of this book, your “Student/Parent Handbook,” or your transcript for Gwinnett's grading scale.

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. No grades higher than a 4.0 will be awarded.

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 GAcollege411 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 sign on to www.GAcollege411.org and create a “My411 Student Account.” 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 GAcollege 411, 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.

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 the Georgia Student Finance Commission (GSFC). Find an application at www.GAcollege411.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 2015. 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.GAcollege411.org.

Questions? Call 1-800-505-GSFC (4732) or 770-724-9000, or check online at www.GAcollege411.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 Academy Pathways. 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 some 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. More than two dozen End-of-Pathway certification exams are available.

Clusters and Pathways in GCPS’ Traditional High Schools

Courses needed to complete about half of the currently designated Pathways are available in most traditional Gwinnett high schools in broad areas. Not all Pathways are available in all high schools.

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-credit), and two credits in one world language.*

- **World Language**—Chinese, French, German, Latin, and Spanish (See page 35 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 36 for details.)
  *Must indicate a progression and growth of knowledge and skills in area, and include three credits in one of five areas (either general within the area or with a specialized focus).*

Career and Technical Education Career Clusters

More than 65 Pathways are available in these 17 Career Clusters. (See page 38 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—Advanced Engineering; Audio Engineering; Commercial Photography; Culinary Arts; Digital Media and Animation; Information Technology and Network Systems; Law and Justice; Music Technology; Sports Medicine; Veterinary Science; and Video Production

Maxwell High School of Technology—Architecture, Drawing, and Design; Automotive Services (I and II); Carpentry; Collision Repair (I and II); Cosmetology; Culinary Arts; Early Childhood Education; Electronics; Fashion and Textiles; Fire Science; Flight Operations; Graphic Design and Production; Health Science (Allied Health, Emergency Medical Responder, Therapeutic Services and Nursing); Law and Justice; Web and Digital Communication; 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 will 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 35–39 for details.

The Four-Year Plan Worksheet is on the following page. Specific course descriptions can be found on pages 25–41. Gifted and Honors sections are designated by local schools.

Language Arts – 4 Units
- 9th Grade Literature and Composition
- 10th Grade Literature 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 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 23 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 and for Geometry or the accelerated equivalent.

Social Studies – 3 Units
- World History
- U.S. History
- Economics or AP Macroeconomics or AP Microeconomics (½ Unit)
- Political Systems 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 your possible colleges.

Additional Required Electives – 4 Units
Any combination.

- State-mandated End of Course assessment required. Permission required for AP classes.

2015–16 Choice Book
**GWINNETT COUNTY PUBLIC SCHOOLS**

**TENTATIVE FOUR-YEAR PLAN OF STUDY FOR STUDENTS ENTERING HIGH SCHOOL IN 2015–16**

**Student** ____________________________________________________________

**Teacher/Advisor** ______________________________________________________

**Student Number** ______________________________________________________

**Academic or Career/Technical Education Pathway** ___________________________

**Student Signature** ____________________________________________________

**Date Plan Completed** _________________________________________________

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**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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Language Arts - LA</th>
<th>Mathematics - MA</th>
<th>Science - SC</th>
<th>Social Studies – SS</th>
<th>Health &amp; Physical Education</th>
<th>Modern or Classical Language*, Fine Arts, Career and Technical Education</th>
<th>Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>4 Credits; including 1 Credit of 9th Gr. Lit. &amp; Comp., and 1 Credit of 11th Gr. Am. Lit. &amp; Comp.</td>
<td>4 Credits; including Algebra I, Geometry, and Algebra II (or equivalent)</td>
<td>4 Credits; including Biology, Chemistry, Physics, and science elective</td>
<td>3 Credits; including 1 Credit World History, 1 Credit U.S. History, .5 Credit Political Systems, and .5 Credit Economics</td>
<td>1 Credit; including .5 Credit Personal Fitness, and .5 Credit Health or 3.0 Credits JROTC</td>
<td>3 Credits (Any Combination)</td>
<td>4 Credits</td>
<td>23 Credits</td>
</tr>
</tbody>
</table>

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Gifted and Honors sections are designated by local schools.

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

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**MY CHOICES**

**9th Grade**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>______________________</td>
</tr>
<tr>
<td>MA</td>
<td>______________________</td>
</tr>
<tr>
<td>SC</td>
<td>______________________</td>
</tr>
<tr>
<td>LA</td>
<td>______________________</td>
</tr>
<tr>
<td>MA</td>
<td>______________________</td>
</tr>
<tr>
<td>SC</td>
<td>______________________</td>
</tr>
</tbody>
</table>

**10th Grade**

**For promotion to 10th grade: 5 Credits**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>______________________</td>
</tr>
<tr>
<td>MA</td>
<td>______________________</td>
</tr>
<tr>
<td>SC</td>
<td>______________________</td>
</tr>
</tbody>
</table>

**11th Grade**

**For promotion to 11th grade: 11 Credits**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>______________________</td>
</tr>
<tr>
<td>MA</td>
<td>______________________</td>
</tr>
<tr>
<td>SC</td>
<td>______________________</td>
</tr>
</tbody>
</table>

**12th Grade**

**For promotion to 12th grade: 17 Credits**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>______________________</td>
</tr>
<tr>
<td>MA</td>
<td>______________________</td>
</tr>
<tr>
<td>SC</td>
<td>______________________</td>
</tr>
</tbody>
</table>

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Find year-by-year worksheets under "Postsecondary Planning Resources" on the Parents tab of the GCPS website (www.gwinnett.k12.ga.us).

English Learner (EL) students may need to attend ESOL Summer School.
# Gwinnett County Public Schools

## Recommended High School Mathematics Sequences

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

### 9th Grade
- If a student is taking Algebra I in 9th grade, this is the recommended sequence for high school.
  - Algebra I
    - EOC assessment

### 10th Grade
- If a student is taking Geometry in 9th grade, this is the recommended sequence for high school.
  - Geometry
    - EOC assessment
  - Algebra II

### 11th Grade
- If a student is taking Pre-calculus in 9th grade, this is the recommended sequence for high school.
  - Pre-calculus
    - Advanced Calculus II or Multivariable Calculus or Dual Credit

### 12th Grade
- If a student is taking AP Calculus AB or AP Calculus BC in 9th grade, this is the recommended sequence for high school.
  - AP Statistics or AP Calculus AB or AP Calculus BC

### Additional Notes:
- These mathematics sequences are recommended for students starting high school in 2013–14 or later.
- 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.
- Students are required to participate in state-mandated End of Course assessments (indicated by EOC assessment) to earn credit for designated high school courses.
- 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, 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 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 help 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 necessary academic language across disciplines and the reading, writing, speaking, and listening skills needed to ensure 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 40–41 for more on the EL Program and specific courses.

Special Education Courses
Special education programs 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. Based on an IEP, a student pursues either a regular education diploma or a special education diploma, taking classes in a general education setting or a special education setting, depending on the student’s needs. Courses are taught by teachers with additional training and certification in special education. See page 41 to learn more.

Get details on other learning opportunities and additional programs on pages 10–12.
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. Gifted and Honors sections are designated 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 40–41 for more information about the EL Program and specific courses.

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 Requires state End of Course assessment.**

This course includes a balance of composition, applied grammar, and both literary and informational texts, with a focus on world literature and documents from American history. Students will analyze and respond to complex texts appropriate for 9th graders. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

**10th Grade Literature and Composition - Required - 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 with permission.) Requires state End of Course assessment.**

This course includes a balance of composition, applied grammar, and both literary and informational texts, with a focus on American historical documents and literature. 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 (AP English Language and Composition or AP English Literature and Composition may satisfy this requirement with permission.)**

This course includes a balance of composition, applied grammar, and literary and informational texts, with a focus on American and British 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.

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

This course is designed for seniors 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  
(May count for 11th Grade American Literature and Composition with permission.)

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. 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 - Elective - 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.

Dramatic Interpretation/Competitive Speaking/Debate - Elective - Up to 8 Semesters - Gr. 9–12  
Prerequisite - Teacher Recommendation.

Competitive speaking (extemporaneous speaking, original oratory, and oral interpretation, with a major emphasis on debate) trains and permits students to express their individual talents in competition. The skills taught and used are those which the students develop in the classroom as part of their regular academic instruction.

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 from 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.

Reading Intervention - Elective - 8 Semesters

This course is designed to provide special assistance in reading for students who are having difficulty meeting the AKS on grade level. Emphasis is placed on the reading strand of the AKS with attention given to content-area reading.

Library Science I - 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 - 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 - 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.
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 23 for recommended sequences for math courses.

**Algebra I - 2 Semesters** Requires state End of Course assessment. Prerequisite - Introduction to Algebra.
This is the first in a sequence of mathematics courses designed to allow students to complete precalculus in their high school program and enter college at the Calculus level. It includes linear, quadratic, and exponential expressions; functions and their graphs; simple equations; sample 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 concurrently 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 and exponential expressions; functions and their graphs; fundamentals of proof; properties of polygons, circles, and spheres; coordinate geometry; sample statistics; and curve fitting.

**Geometry - 2 Semesters** Requires state End of Course assessment. 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 triangular trigonometry; properties of circles; and statistical inference.

**Accel. Geometry - 2 Semesters** Requires state End of Course assessment. 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 exponential, logarithmic, and higher degree polynomial functions; rational and radical relationships; mathematical modeling; and population means, standard deviations, and normal distributions.

**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 concurrently 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 exponential and logarithmic functions, polynomial functions of higher degree, rational and radical relationships, mathematical modeling, 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 concurrently 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; sequences and series; vectors; conics; matrices; the central limit theorem; and confidence intervals.

**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 circular trigonometric and inverse trigonometric functions; basic trigonometric identities and the laws of sines and cosines; sequences and series; polar and parametric equations; vectors; conics; matrices; the central limit theorem; and confidence intervals.
AP Statistics - Option - 2 Semesters Prerequisite - Pre-calculus.
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 - 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 - 2 semesters Prerequisite - AP Calculus AB.
Topics include integral evaluation, limits of sequences, application of function concepts, application of polar coordinates, L'Hôpital'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 - 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 and Differential Equations - 2 Semesters Prerequisite - Advanced Calculus II or Multivariable Calculus.
This course focuses on logic and set theory, combinatorics, differential equations, and mathematical proofs presented through an abstract approach. Student will learn the skills and techniques they will need to study advanced mathematics at the college level. The course will look at mathematics in three areas: pure mathematics, applied mathematics, and application oriented courses. There is a strong focus on the presentation of mathematical ideas through both written and oral communication.

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 - 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
(Will 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, simple harmonic motion, and circular 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
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 the Earth's place in the universe, forces affecting land form structures, geologic time table, biochemical cycles, changes in the 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
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.

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.

SPECIAL 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, political, and economic geography. Extensive opportunities to develop and refine writing skills will prepare students for the High School Gateway Assessment. Students are instructed on efficient and effective methods and strategies to read, write, think, organize, take notes, 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 human kind. 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, 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.

Political Systems - Required - 1 Semester - Gr. 12  
(AP American Government also satisfies this requirement.)
Political Systems 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.) Requires state End of Course assessment.

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.

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

Focusing primarily on the past thousand years of the global experience, this course builds on an understanding of cultural, institutional, and technological foundations that, along with geography, set the human stage prior to the year 1000. Specific time periods form the organizing principle for dealing with change and continuity from that point to the present. Historical themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. 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** - Requires state End of Course assessment. (Will count for the U.S. History Graduation Requirement.)

The Advanced Placement program in U.S. History provides students with factual knowledge and analytical skills in the interpretation of the history of the United States from the 1600s through the 1990s. Political, economic, and social issues are stressed through the following topics: The Colonial Period; the American Revolution; the Jacksonian Period; Civil War and Reconstruction; Populism and Progressivism, the New Deal; and International Affairs and Domestic Changes in the Post-1945 Period. 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 - Requires state End of Course assessment. (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 – Requires state End of Course assessment. (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 govern-
Social Studies

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.

AP American Government - 1 Semester - Gr. 12
(Will count for Political Systems 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
**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.

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**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, Internet safety, consumer health, the life cycle, and preventing abuse of tobacco, alcohol, and drugs, as well as state-mandated CPR/AED instruction.

This course includes the one-week Alcohol and Drug Awareness Program (ADAP) seminar. Each student will receive a certificate to show course completion. Keep the certificate, as it will be needed it when you apply for your driver’s license. This certificate is not required when you apply for your learner’s permit. See page 3 (in the Frequently Asked Questions section) to learn more about ADAP, and the certificates you will need to apply for both a learner’s permit and a driver’s license.

**First Aid and CPR - Elective - 1 Semester - Gr. 10–12**
*Prerequisite - Personal Fitness and Health.*
This rigorous course will provide students with the necessary skills to assess and respond to an adult, child, or infant emergency situation, including the treatment of injuries and sudden illnesses. Students will learn strategies for preventing potentially harmful situations and gain the skills to assess an emergency situation. The legal aspects to citizen responder care, personal safety, and protection will also be discussed. Students will have the opportunity to become certified in Adult, Child, and Infant CPR and First Aid.

**Physical Education**

All students enrolled in a Physical Education class will participate in a state-mandated fitness assessment. A report will be sent to parents at least once a year.

**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. Students will learn self-assessment techniques, goal-setting, and how to evaluate progress through an exercise regimen. There is no waiver for this course as a graduation requirement for a Regular Education Diploma. For the 2015–16 school year, GCPS will have Junior Reserve Officer Training Corps (JROTC) programs available at 11 locations. See page 7 to learn more about JROTC. By completing three units of JROTC, a student can receive credit for the unit of required Health/PE. Contact your counselor for details.
Physical Education Electives
Each course within each of these groupings is a year-long course.

**Fitness Courses**
This series of courses will provide students with the opportunity to learn more about aerobic exercise, the use of light free weights and body weight to tone and strengthen the body. A focus on nutrition and a variety of aerobic activities will be used. Courses in this section would include Aerobic Dance and Rythmics.

**Toning Courses**
This series of courses will be focused on overall personal fitness using free weights, machine weights, and body weight 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 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 get bigger, faster, and stronger. These courses are designed to challenge the student to build muscle mass and strength while working at high levels of conditioning. Students will learn specific lifting and spotting techniques with free weights. They will learn anatomy and physiology, basic biomechanics, safety protocols, goal-setting, and a range of conditioning techniques related to different sports and activities. Students also will learn program development. Courses in this area would 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 have multiple activities. These courses are for the person who wants a variety of all the other PE courses combined.

**Team Sports:** The courses in this section will focus on team-related activities such as football, basketball, soccer, and volleyball. If you like being on a team, this is your area.

**Outdoor Education:** If you like being in the outdoors, try this grouping. Camping, fishing, and orienteering are the main focus in these courses.

**Lifetime Sports:** The courses in this section focus on those activities that you can do throughout your life. Tennis, badminton, and golf are just some of the sports you might pursue in this course section.

**Gymnastics and Stunts:** If you like tumbling, gymnastics, and performing low-level stunts, then this is your area. These courses will focus on technique and tumbling skills.

**Track and Field:** The courses in this section are all about track and field, and all of the events that you would see at a track meet.

**Recreational Games:** If you like table tennis, billiards, and similar games, then the recreational game courses will be a good fit.

**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 the Athletic Training course and Theory to Physical Education courses.
MODERN AND CLASSICAL LANGUAGES

Students may pursue a World Language Pathway in any one of five areas: Chinese, French, German, Latin, and Spanish. 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 to learn more, and 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 or AP 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 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 five areas: Dance, Theatre Arts, Music, Visual Arts, and Journalism. A Fine Arts Pathway includes three or more credits in one of the five 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. See page 20 to learn more, and 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 study theatre history, acting, and the technical skills involved in production, and learn to analyze and evaluate live theatre and explore the relationship between theatre and other art forms. 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 – History/Theory

Courses cover the evolution of musical style through major stylistic periods. Students examine the history of rhythm and pitch notation, the orchestral and keyboard instruments, and the lives of historically significant composers. Listening skills and analysis of style characteristics are emphasized. Students learn the fundamentals of music theory. Emphasis is placed on developing the students’ sight-singing, music dictation, and analysis skills.

Music Technology

Students learn computer basics and MIDI sequencing applications. 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.

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 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 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 course explores concepts and techniques of construction, assemblage, and media manipulations. Historical and contemporary developments in art are explored. The Visual Arts Comp I and II courses are pre-requisites to all other Visual Arts courses.

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 proofreading, as well as the business, financial, and legal aspects of publication. See page 26 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. In 2015–16, GCPS will offer JROTC units at 11 locations—Air Force units at Collins Hill High, Meadowcreek High, North Gwinnett High, and Shiloh High; Army units at Berkmar 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.

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 yearly course of instruction (180 hours) is divided into two categories: academic (108 hours) and leadership (72 hours). Academic studies include one year of the history of air power and national defense, two years of science to include aerodynamics and space operations, and one year of cadet corps management. Leadership studies include Air Force customs and courtesies, cadet corps activities, study habits, time management, communication skills, leadership/management studies, and wellness.

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, mini-cruises aboard naval vessels, transportation via military aircraft, 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.
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 engineering 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. Grayson 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 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 earn college credit or advanced placement.

Program instructors have experience in their fields and some 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 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.
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. Instruction develops proficiency in core academic subjects. Appropriate course placement for each EL depends on the student's level of proficiency in English when entering high school, measured either by the ACCESS for ELLs test or, for students new to GCPS, by initial screening conducted upon enrollment. Beginning ELs at ACCESS Levels 1 and 2 are provided with intensive language development to prepare them for core coursework. Intermediate ELs at ACCESS Levels 3 and 4 will participate in sheltered or cluster core courses with language development courses, as needed, for additional linguistic development of academic language. Advanced ELs approaching Level 5 may be placed in core courses with additional support from an advanced language development course. See pages 10 and 24 for more on the EL program.

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

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

If needed:
- Communication Skills I
- Communication Skills in Mathematics

Recommended placement for EL students at ACCESS Level 3, Developing

- EL Language Arts II (core Language Arts credit)
- Language Development in the Content Areas 2
- Sheltered core classes or placement with ESOL-certified content teachers.

If needed:
- Academic Language of Mathematics
- Academic Language of Science
- Academic Language of Social Studies

Recommended placement for EL students at ACCESS Levels 4 and 5, Expanding through Bridging

- EL Language Arts III or Sheltered Sophomore Language Arts* (core Language Arts credit)
- Sheltered core classes or placement with ESOL-certified content teachers

If needed:
- Language Development in the Content Areas 3 and 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 assessments, it is recommended that EL students attempt the required 9th Grade Literature and Composition and 11th Grade American Literature and Composition courses as their third and fourth core Language Arts credits.

ESOL I Language Arts

This course develops students’ social and instructional 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 1—Entering” (first semester) and “Level 2—Beginning” (second semester).

ESOL I Literature

This course develops students’ academic language skills within the area of Language Arts across the four areas of listening, speaking, reading, and writing. Study incorporates AKS content. This course is appropriate for students scoring at ACCESS “Level 1—Entering” (first semester) and “Level 2—Beginning” (second semester).

Language Development in the Content (LDC) Areas 1

This course develops 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 1—Entering” (first semester) and “Level 2—Beginning” (second semester).

Communication Skills

This course is designed for additional intensive language instruction for students entering high school with low academic skills in their first language. Students acquire social and instructional language skills within the academic areas of Language Arts, Mathematics, Science, and Social Studies across the four areas of listening, speaking, reading, and writing. This course is appropriate for students with little formal schooling who scored at ACCESS “Level 1—Entering.”

Communication in Mathematics

This course is designed for those students entering high school with low English Language Proficiency and low math skills. Students develop English language skills within the academic area of Mathematics across the four
areas of listening, speaking, reading, and writing. The course is appropriate for students who scored at ACCESS “Level 1—Entering” or “Level 2—Beginning” who need math and language background knowledge before enrolling in Algebra I CC.

**ESOL Language Arts II**
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 high school AKS Language Arts content. This course is appropriate for students scoring at ACCESS “Level 3—Developing.”

**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 3—Developing.”

**Language Development in the Content Areas 3**
This course supports and enhances 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 4—Expanding” or “Level 5—Bridging.”

**Language Development in the Content Areas 4**
This course enhances 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 4—Expanding” or “Level 5—Bridging.”

**Sheltered or Clustered Classes**
EL students may take sheltered core courses taught by ESOL-certified teachers or 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 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, Health, and Banking and Investing. Rising 9th graders have the option of taking the required Health course as a sheltered course, or through the ESOL High School Summer School which is offered at one location annually. Ask your counselor for more information.

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**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 may 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 may 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 curriculum 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 AKS, but 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.
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 lock icon on the Online Research Library button. Passwords are not required when using a networked GCPS computer.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Search Complete</strong></td>
<td>Multi-disciplinary database containing full-text periodicals. Includes peer-reviewed journals, monographs, reports, and conference proceedings.</td>
</tr>
<tr>
<td><strong>Advanced Placement (AP) Source</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Annals of American History</strong></td>
<td>History of the United States through speeches, historical accounts, memoirs, and multimedia.</td>
</tr>
<tr>
<td><strong>Britannica Biographies</strong></td>
<td>Access to hundreds of biographies on famous historical and contemporary figures from around the world.</td>
</tr>
<tr>
<td><strong>Civil Rights Digital Library</strong></td>
<td>Provides links to primary sources and other educational materials on a national scale from libraries, archives, museums, public broadcasters, and others.</td>
</tr>
<tr>
<td><strong>Civil War in the American South</strong></td>
<td>A collaborative initiative to provide a single, shared point of access to the Civil War digital collections held at many individual libraries.</td>
</tr>
<tr>
<td><strong>Consumer Health Complete</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Encyclopedia Britannica – High School</strong></td>
<td>Provides access to encyclopedia, atlas, timelines, magazines, websites, animations, and other learning materials.</td>
</tr>
<tr>
<td><strong>Fuente Academica (Spanish-language resources)</strong></td>
<td>Fuente Académica proporciona textos completos (incluso en PDF) de una colección de publicaciones académicas en idioma español en rápida expansión. Esta base de datos multidisciplinaria ofrece contenido completo en numerosas áreas académicas, que incluye negocios y economía, ciencias médicas, ciencias políticas, leyes, ciencias de computación, ciencias de información y bibliotecas, literatura, lingüística, historia, filosofía y teología.</td>
</tr>
<tr>
<td><strong>GAcollege 411</strong></td>
<td>Database designed to help Georgia students explore careers, prepare for college, and learn about financial aid opportunities.</td>
</tr>
<tr>
<td><strong>History Reference Center</strong></td>
<td>Database featuring reference books, encyclopedias, non-fiction books, and history periodicals, as well as thousands of historical documents, biographies of historical figures, photos, maps, and historical video.</td>
</tr>
<tr>
<td><strong>Literary Reference Center</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Mas Ultra School Edition</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Merck Manual</strong></td>
<td>Standard handbooks of medical information.</td>
</tr>
<tr>
<td><strong>Newspaper Source</strong></td>
<td>Provides cover-to-cover full text for 35 national and international newspapers, including The Christian Science Monitor, USA Today, The Washington Post, The Times (London), and The Toronto Star.</td>
</tr>
<tr>
<td><strong>Non-Fiction Book Collections</strong></td>
<td>A research database that contains abstracts and searchable full text for more than 4,000 popular non-fiction books for youth on core subject areas as well as information on careers, health, sports, adventure and technology.</td>
</tr>
<tr>
<td><strong>NoveList</strong></td>
<td>Online readers’ advisory tool that helps readers find new books based on books they’ve read or on topics in which they are interested.</td>
</tr>
<tr>
<td><strong>Student Research Center</strong></td>
<td>Includes magazines, newspapers, biographies, country reports, film, and video.</td>
</tr>
<tr>
<td><strong>TeachingBooks.net</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

- **eTextbooks** 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.
- **Grades for classes in your current class schedule**, plus drill-down specifics on assignments. See the “Grades” screenshot at right.

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.

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**GCPS Student ID Number**  
Password (student-created)

Find the MYeCLASS tab on the GCPS home page at www.gwinnett.k12.ga.us.
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 (cell phones, tablets, laptops, eReaders, etc.) to class. As you consider the value of this experience and the opportunity for your child 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 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 various instructional activities than others. You may want to look at options and limitations based on what your child's class is doing. Below are examples of classroom activities and optimal devices for some of those activities:

<table>
<thead>
<tr>
<th>Reading eTexts</th>
<th>Researching Online</th>
<th>Taking Notes</th>
<th>Viewing Videos (not Flash-based)*</th>
<th>Creating Written Documents</th>
<th>Taking Photos to Express Learning</th>
<th>Creating Videos to Express Learning</th>
<th>Creating and Editing Images and Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>eReader</td>
<td></td>
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<tr>
<td>Smartphone (and iPod Touch) with Camera</td>
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<tr>
<td>7” or Larger Touchscreen Tablet (iOS, Android, or Win8), No Camera</td>
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<tr>
<td>7” or Larger Touchscreen Tablet with Front and Back Camera</td>
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<tr>
<td>Laptop</td>
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</table>

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

Device Tips to Optimize the BYOD Initiative

**Screen Size:** 9.5 inches or greater is considered optimal; 7 inches or greater is adequate for many instructional activities

**Operating System (OS):** Android 3.x or higher, iOS 5 or higher, Windows 7 or higher

(The operating system should be the version provided by the manufacturer.)

**Connectivity:** When used at school, the device will connect using GCPS Wi-Fi, which allows filtered Internet access only.

**Browser:** The browsers listed below are typically supported. Due to the wide variance of digital materials available for access, occasional incompatibilities may be encountered. The most recent versions of the browsers are more likely to have broad compatibility.

- Microsoft Internet Explorer
- Mozilla Firefox
- Google Chrome
- Apple Safari

**Keyboard:** Devices with a keyboard provide students with additional functionality.

**Plug-ins:** Applications have different plug-in requirements that affect device usability. *Much of the available educational digital content requires Flash which is not available on an iOS device and many Android devices.* Currently, Flash only runs consistently on Windows and Mac devices (computers/laptops).

**Power:** Students are responsible for bringing their device fully charged each day. Power sources will not be available. Long-life batteries are optimal.