the freshman book

a planning guide to help you prepare for high school

2018-19

It’s your book. It’s your plan. It’s your future.

______________________________  ________________________
name                                  class of
WELCOME TO ‘THE FRESHMAN BOOK’…
YOUR PREVIEW OF THE 9TH GRADE

Are you counting the days yet? High school is right around the corner, and with it, a lot of new and exciting opportunities.

So, what’s that mean for you? For one thing, more choices. In fact, “The Freshman Book” is a preview of your choices for the 9th grade and a sampling of a bigger, more comprehensive book that you’ll get in high school, called “The Choice Book.” From a range of academic options and a host of elective classes to Career Pathways and dozens of extracurricular opportunities, the next four years are full of choices for you and your classmates. While you’ll have lots of choices to make now and in high school, you’re not alone. You’ll have advisors, counselors, teachers, and your family helping you all along the way, answering your questions and offering support.

One question you may have right now is “What will I find in ‘The Freshman Book’?”
— If you’re like most kids, you’re probably wondering what to expect in high school. Look for answers to some of the most frequently asked questions on pages 2 and 3.
— Not to say that high school has a language all its own, but there are a few terms that may be new to you. Check out those need-to-know words on pages 5 and 6.
— Just to make sure we’ve covered the bases, you’ll find specifics on graduation requirements, the grading scale and report cards, testing, and attendance on pages 6 and 7. You’ll get more detailed information in these areas in August.
— Learn more about Career Clusters/Pathways on pages 8 and 9.
— Find eligibility requirements for competition on page 13.
— Next fall, you’ll be looking ahead and working out a four-year plan (pages 9–11), but you can get started with your worksheet now. Find one for regular-schedule schools on page 10 and block-schedule schools on page 11. How will you know which classes you can take next year? Course descriptions make up the rest of the preview book on pages 14–19. You can see a transcript sample on page 20. Your advisor will talk to you about your transcript in the fall.

By the way, “The Freshman Book” is designed for students, but share it with your family, too, OK? They may be having a tough time with you leaving middle school and moving on to high school. It might make them feel better to know what your freshman year will be like.

So, like it says on the cover, “The Freshman Book” is your book. We hope you’ll use it to develop your plan for high school and beyond. After all, it’s your future. Good luck with your transition to high school!

Remember, “The Freshman Book” and “The Choice Book” are important planning tools. Really read them. Write in them. Use the worksheets to map out your options and keep track of your accomplishments. And, perhaps most important, hold onto these books. In just a few short years, you’ll be putting together college applications and résumés. Those completed worksheets will be very useful as you look back at high school and your record of achievement.
# Table of Contents

- Welcome to ‘the freshman book’ ............... inside front cover
- Frequently asked questions. ...................... 2
- Words you need to know. .......................... 5
- GCPS Graduation Requirements .................. 6
- State and School System Information ............. 7
  - State Graduation Requirements
  - GCPS Grading Scale
  - Attendance Policies
  - Reports to Parents
- Career Clusters/Pathways .......................... 8
- Four-Year Plan .................................... 9
- Recommended Math Sequences Chart ............... 12
- Extracurricular Opportunities/Eligibility for Competition ....... 13
- Course Descriptions ................................ 14
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Health
  - Physical Education
  - Modern/Classical Languages
  - Fine Arts
  - Career and Technical Education
  - English Learner (EL) Program
  - Special Education
- Understanding Your Transcript .................... 20
- MYeCLASS ........................................... inside back cover
I want to make sure I’m ready for college. How do I decide what 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 (pages 14–19), you’ll notice that a number of courses are required—for instance, certain courses in math, science, language arts, and social studies—and that each class 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.

When do my grades start “counting” for my college applications?
Your grades start counting as soon as you start taking courses that award Carnegie Units, all of which count toward your high school GPA. Some students start taking Carnegie Unit courses in 8th grade (and take the End of Course assessment for those courses that require it for high school credit). For a student to earn high school credit for a Carnegie Unit course taken in 8th grade, a parent/guardian must sign a Carnegie Unit Credit Approval Form in the spring.
Starting in 9th grade, all courses count. College admissions officers will see all of those grades on your high school transcript, and don’t weight 8th or 9th grade courses differently. (See page 20 for a sample transcript.) Only grades in your academic courses taken in high school count toward eligibility for the HOPE Scholarship program.

I can see my grades will be important from the very beginning. How can I make sure I’ll do well in my classes?
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 upon 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 School courses after the school day, or the supplemental program at Gwinnett Online Campus. 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?
Final exams have two parts— performance (written) and multiple choice. 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 courses with a state-required End of Course (EOC) assessment, that exam is the multiple-choice final. Specific test dates are designated for each EOC.

Are PE and Health required courses? Do I have to take them in 9th grade?
Health and Personal Fitness (PE) are requirements for graduation in the state of Georgia. While students are encouraged to enroll in each semester-long course during their 9th grade year, they have other options. Students interested in having more flexibility to schedule other electives may choose to take the Health and Personal Fitness courses during the summer prior to entering 9th grade. Summer options include face-to-face summer school or virtual learning via Gwinnett Online Campus (www.gwinnettonlinecampus.com). Both courses also are offered through many Community Schools during the summer. In addition, students earning three credits of Junior Reserve Officer Training Corps (JROTC) fulfill the Health/PE requirement for graduation. You must take Personal Fitness and Health before you take other Health and PE courses.

When will I get the drug and alcohol certificate I need for my driver’s license?
Students take part in the Alcohol and Drug Awareness Program (ADAP) during their high school Health course. By law, Georgia teens under the age of 18 are required to successfully complete ADAP in order to obtain their Class D Georgia driver’s license. Students who complete ADAP receive a completion certificate from their teacher. This certificate must be presented when applying for a driver’s license. In the event a student is not present for this program, the student may enroll in eADAP to complete the four-hour course online. The Department of Driver Services (DDS) also requires proof of school enrollment. Please contact the school registrar to obtain a certificate of school enrollment prior to applying for a learner’s permit. For complete information on driver’s license requirements, please visit the Department of Driver Services website (www.dds.ga.gov/ADAP).

Should I take another language as my elective in the 9th grade?
A minimum of two years of coursework in the same modern or classical language is required for admission to Georgia four-year colleges and universities. Many students enjoy language courses and take them all four years in high school. 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, and World Language is an Academic Pathway option.

When will I have an opportunity to take elective courses that interest me? What electives can I take?
Once you fulfill the requirements for Health and Personal Fitness— either during the school year, or in summer school— you will have more flexibility in your schedule. Elective courses are available in academic areas, fine arts, technical education, and PE/fitness. Your selection of a Pathway (a concentration of three or four related courses) will guide your choice of electives. (See page 8 for more on Pathways.) Students attending one of the seven Academy high schools will take both core and elective courses reflecting one of the available Academy Pathways. If you are interested in taking courses at Maxwell High School of Technology or in the Grayson High School Technical Education Program, schedule an appointment with your school counselor to determine when you can best fit these courses into your high school schedule. If you are interested in visual or performing arts (for instance, band, drama, or photography), and hope to pursue a scholarship in the arts, you may choose a Fine Arts Pathway and plan to take these elective courses every year. However, taking additional electives will require careful planning. See your advisor or school counselor for more information. Note: Some technical education courses meet the requirements for a fourth science credit, a state graduation requirement. Please see your counselor for details.

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.

Why do the high schools start so early?
The time of day high school begins is determined by the bus schedule in that school cluster. High schools begin earlier and get out earlier than other schools in the cluster, allowing students to participate in after-school sports and activities.
QUESTIONS ABOUT MY HIGH SCHOOL

Here are some questions you may want to ask about your own high school.

When do I find out about my schedule and teachers? Will I have a homeroom? Do I go there first?

What time does the media center open? How late does it stay open?

When will I get my locker? Do I need a lock? Will it be near my classes?

What resources does my school have if I need help in a class? Does the school have a tutoring center? Who should I talk to if I’m having problems at school or at home?

How much time do I have between classes? Do we get breaks during the day?

Will older students be in my classes, or will I only be with 9th graders? Are all grades together at lunch and during class changes?

What time does school start? What if I’m late to school? What if I’m late to class?

Will I have breaks during the day?

What do I do if I have to leave school during the day? What do I do if I am absent from school? How do I get my missed assignments?

How will I find my way around? Are there maps or people to give directions? What do I do if I get lost?

When is lunch? How long does it last? What’s the menu like in high school? How do I set up a cafeteria meal account?

When can I try out for sports teams? Does the school have intramural or club sports? How do I find out about clubs and activities at my school?

How do I email my teachers, advisor, or counselor?

What is the dress code? Where can I get spiritwear for my school?

Are cellphones or other digital devices allowed at school? Can I bring my laptop or tablet to school?
**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.

**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. The AKS curriculum is aligned to state standards. For more information, visit [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us) and click on “The AKS” in the “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.

**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 page 8 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 Number 1 and the lowest Number 100. (See box at right.)

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

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

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

**Elective Courses:** Classes that may be selected by the student and are included in the 23 credits/units required for high school graduation.

**Eligibility:** The mandatory guidelines for students participating in sports and extracurriculars. The Georgia High School Association (GHSA) is the governing body for competitive interscholastic teams. See page 13 for more on eligibility for competition.

**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 Georgia Board of Education.

**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 9–11 for more information.

**Georgia Standards of Excellence:** State performance standards embedded in Gwinnett’s AKS curriculum that help to define the knowledge and skills students should have during their K–12 education careers so that they will graduate from high school fully prepared for college and careers. Adopted at the state level, Georgia Standards of Excellence (GSE) are in place for grades K–12 in Mathematics, Language Arts, Science, and Social Studies, as well as Career and Technical Education (6–12) for the 2018–19 school year.

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

---

**Grades: Understanding GPA and CGPA**

**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 As and B’s might have a total 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 As and B’s might have a CGPA of 3.4.
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.

HOPE Scholarship Program: (Helping Outstanding Pupils Educationally) An educational funding program through the Georgia Lottery, offering three funding options. Learn more at www.gafutures.org.

- HOPE Grant: As of 2017, 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.

- HOPE Scholarship: As of 2017, the HOPE Scholarship pays a portion of tuition for qualifying students who are enrolled at eligible public colleges and universities in the state of Georgia. The amount of the award will be adjusted annually, based on lottery revenue. Eligible students enrolled in a Georgia private college or university may qualify for a private HOPE award plus a Georgia Tuition Equalization Grant.

- The Zell Miller Scholarship: As of 2017, 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.

Online Courses: Gwinnett Online Campus (GOC) offers online learning options for students to earn credit. Both options offer AKS curriculum courses found at traditional high schools. Learn more at 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.

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.

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

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.

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.

Semester: An 18-week instructional period during which students earn .5 credits (traditional schedule) or 1.0 credits (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 through Online Campus.

Technical Education: Elective courses focusing on knowledge and skills that prepare students for postsecondary studies and for work in business and technical fields.

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 required tests. See page 20 for a sample transcript.

GCPS GRADUATION REQUIREMENTS

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

- Learn the AKS to earn the course credits/units required by the state, including those courses with a state-mandated End of Course (EOC) assessment;
- Pass Gwinnett’s High School Gateway Assessment, an essay test administered in the 10th grade. Students enrolled in accelerated classes may take the Gateway in the spring of 9th grade.
STATE GRADUATION REQUIREMENTS

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

* 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

| CGPA value | A = 90% and Above | B = 80%–89% | C = 74%–79% | D = 70%–73% | F = Below 70% |
--- | --- | --- | --- | --- | --- |
1.0 |  |  |  |  | 0.0 |
2.0 |  |  |  |  |  |
3.0 |  |  |  |  |  |
4.0 |  |  |  |  |  |

REPORTS TO PARENTS

Parent Portal
GCPS’ Parent Portal offers parents online, timely, and secure access to their student’s school information. Contact the school for registration details or assistance. Parents can 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 account for payments.
Parents also can email the student’s teacher via the portal.

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 or 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.
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 most Pathways, particularly those with a career or technical focus, may have the opportunity to take a culminating exam, finishing high school studies with an industry-specific certificate, credential, or endorsement. End-of-Pathway assessments are sanctioned by the Georgia Department of Education, and reflect national industry standards, national occupational assessments, or state licensures/state-developed assessments. 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 enrollment), and two credits in one world language.

- **World Language**— Chinese, French, German, Latin, Spanish, and Spanish for Native Speakers (See page 16 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 17 for details.)
  Must indicate a progression and growth of knowledge and skills in area, and include three full credits in one of five areas (either general within the area or with a specialized focus).

**Career and Technical Education Career Clusters**

More than 59 Pathways are available in these 17 Career Clusters. (See page 18 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**— Audio Engineering; Commercial Photography; Culinary Arts; Digital Media and Animation; Entrepreneurship; 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 choose a Career Cluster/Pathway to pursue in high school. 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.

The Four-Year Plan Worksheet (for a regular-schedule school or block-schedule school) is on the following pages. Specific course descriptions can be found on pages 14–19. 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

Mathematics – 4 Units
See the chart on page 12 for GCPS’ four recommended math sequences. The classes you take each year will depend on which sequence you are following. Math is a required course every year. An End of Course assessment is required for Algebra I and for Geometry or the accelerated equivalent.

Science – 4 Units
- Biology
- Chemistry or AP Chemistry
- Physics or AP Physics I
- Approved Science Elective

Social Studies – 3 Units
- World History or AP World History
- U.S. History or AP U.S. History
- Economics or AP Macroeconomics or AP Microeconomics (½ Unit)
- 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.
TENTATIVE FOUR-YEAR PLAN OF STUDY FOR STUDENTS
ENTERING REGULAR-SCHEDULE HIGH SCHOOL IN 2018–19

Student
__________________________________________________________________

Teacher/Advisor
__________________________________________________________________

Student Signature
__________________________________________________________________

Student Number
__________________________________________________________________

Academic or Career/Technical Education Pathway
__________________________________________________________________

Date Plan Completed
__________________________________________________________________

GRADUATION REQUIREMENTS

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

<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 Required</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 1 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>

MY CHOICES

9th Grade

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

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

For promotion to 10th grade: 5 Credits

10th Grade

<table>
<thead>
<tr>
<th>1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>SC</td>
</tr>
<tr>
<td>SS</td>
</tr>
</tbody>
</table>

For promotion to 11th grade: 11 Credits

11th Grade

<table>
<thead>
<tr>
<th>1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>SC</td>
</tr>
<tr>
<td>SS</td>
</tr>
</tbody>
</table>

For promotion to 12th grade: 17 Credits

12th Grade

<table>
<thead>
<tr>
<th>1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>SC</td>
</tr>
<tr>
<td>SS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>SC</td>
</tr>
<tr>
<td>SS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>SC</td>
</tr>
<tr>
<td>SS</td>
</tr>
</tbody>
</table>

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

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.
**TENTATIVE FOUR-YEAR PLAN OF STUDY FOR STUDENTS ENTERING BLOCK-SCHEDULE HIGH SCHOOL IN 2018–19**
(Berkmar, Central Gwinnett, Discovery, Lanier, Meadowcreek, Shiloh, and South Gwinnett)

**Student** _______________________________________________________ **Student Number** ________________________________________________
**Teacher/Advisor** ________________________________________________ **Academic or Career/Technical Education Pathway** ______________________
**Student Signature** _______________________________________________ **Date Plan Completed** ___________________________________________

---

**GRADUATION REQUIREMENTS**

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

<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>Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3.0 Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>1 Credit Health &amp; Personal Fitness</td>
<td>3 Credits including 1 Credit Personal Fitness and 1 Credit Health</td>
<td>1 Credit U.S. History</td>
<td>1 Credit World History</td>
<td>3 Credits including 4 Credits including 4 Credits JROTC</td>
<td>4 Credits</td>
<td></td>
</tr>
<tr>
<td>4th Grade</td>
<td>1 Credit Health &amp; Personal Fitness</td>
<td>3 Credits including 1 Credit Personal Fitness and 1 Credit Health</td>
<td>1 Credit U.S. History</td>
<td>1 Credit World History</td>
<td>3 Credits including 4 Credits including 4 Credits JROTC</td>
<td>4 Credits</td>
<td></td>
</tr>
</tbody>
</table>

---

**Gifted and Honors sections are designated by local schools.**

---

**MY CHOICES**

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>Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3.0 Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>1 Credit Health &amp; Personal Fitness</td>
<td>3 Credits including 1 Credit Personal Fitness and 1 Credit Health</td>
<td>1 Credit U.S. History</td>
<td>1 Credit World History</td>
<td>3 Credits including 4 Credits including 4 Credits JROTC</td>
<td>4 Credits</td>
<td></td>
</tr>
<tr>
<td>4th Grade</td>
<td>1 Credit Health &amp; Personal Fitness</td>
<td>3 Credits including 1 Credit Personal Fitness and 1 Credit Health</td>
<td>1 Credit U.S. History</td>
<td>1 Credit World History</td>
<td>3 Credits including 4 Credits including 4 Credits JROTC</td>
<td>4 Credits</td>
<td></td>
</tr>
</tbody>
</table>

---

**ENTRANCE BLOCK SCHEDULE HIGH SCHOOL IN 2018-19**

**TENTATIVE FOUR-YEAR PLAN OF STUDY FOR STUDENTS**
# RECOMMENDED MATHEMATICS SEQUENCES (GRADES 8–12)

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

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Algebra</td>
<td>Algebra I <em>EOC assessment</em></td>
<td>Geometry <em>EOC assessment</em></td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
</tr>
</tbody>
</table>

If a student is taking Introduction to Algebra in 8th grade, this is the recommended sequence for high school.

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I <em>EOC assessment</em></td>
<td>Geometry <em>EOC assessment</em></td>
<td>Algebra II</td>
<td>Pre-Calculus or Accelerated Pre-Calculus</td>
<td>AP Calculus AB or AP Calculus BC or AP Statistics</td>
</tr>
</tbody>
</table>

If a student is taking Algebra I in 8th grade, this is the recommended sequence for high school.

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Algebra I <em>EOC assessment</em></td>
<td>Accelerated Geometry <em>EOC assessment</em></td>
<td>Accelerated Pre-Calculus</td>
<td>AP Calculus AB or AP Calculus BC</td>
<td>Advanced Calculus II or Multivariable Calculus or Dual Enrollment</td>
</tr>
</tbody>
</table>

If a student is taking Accelerated Algebra I in 8th grade, this is the recommended sequence for high school.

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Geometry <em>EOC assessment</em></td>
<td>Accelerated Pre-Calculus</td>
<td>AP Calculus AB or AP Calculus BC</td>
<td>Advanced Calculus II or Multivariable Calculus or Dual Enrollment</td>
<td>Number Theory and Differential Equations or Dual Enrollment</td>
</tr>
</tbody>
</table>

If a student is taking Accelerated Geometry in 8th grade, this is the recommended sequence for high school.

- Four units of mathematics are required for all students for graduation, including Algebra I, Geometry, and Algebra II, or their equivalent.
- Gifted sections are designated by local schools.
- Additional fourth-year options also may be available based on local school offerings, including Statistical Reasoning, Advanced Mathematical Decision Making, Calculus, College Readiness Mathematics, and Mathematics of Finance. If AP Statistics is taken following Accelerated Geometry, students would then take Accelerated Pre-Calculus as juniors and AP Calculus as seniors.
- While these sequences are recommended, students may be placed based on student success in prerequisite courses or local school decision.
- Students are required to participate in state-mandated End of Course assessments (indicated by EOC assessment) to earn credit for designated high school courses.
- See “State Math Course Alignment” documents for MS and HS, 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.
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!

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).
- Baseball
- Basketball
- Cheerleading
- Competitive Cheerleading
- Cross Country
- Football
- Golf
- Lacrosse: The decision to offer lacrosse is based on student interest at the local school level.
- Precision Rifle Team: Available at Collins Hill, Duluth, North Gwinnett, and Parkview high schools
- Soccer
- Softball (fast-pitch)
- Swimming and Diving
- Tennis
- Track
- Volleyball
- Wrestling

Eligibility for Competition

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

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

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

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

All student-athletes are subject to the GCPS Code of Conduct for Athletes, which sets high expectations and consistent consequences for all students participating in GHSA-sanctioned athletic activities. See the “Student Parent Handbook” for the Code of Conduct. Check with your high school coach or counselor on how Carnegie units earned in middle school affect NCAA eligibility.

Fine Arts

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

- Band
- Chorus
- Dance
- Orchestra
- Drama
- Visual Arts

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

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 (FCCCLA)
- 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

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…
COURSE DESCRIPTIONS

About This Section

Following is a list of descriptions for courses typically offered to Gwinnett 9th graders. Whether or not a particular course is offered at a given school depends on faculty expertise, student demand, master schedule, etc. Students at Academy schools may have additional options depending on their career pathway. Gifted and Honors sections are designated 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). 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.

Gifted and Honors sections are designated by local schools. Honors courses are designed 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 are taught by teachers with certification for instruction of students identified for ESOL services, based on state-mandated eligibility requirements. The content AKS are taught to specifically address the needs of ESOL-eligible students. See page 19 for more information about ESOL courses available to English Learners. GCPS provides Special Education programs and services for students who meet eligibility criteria established by the Georgia Department of Education. See page 19 for more information about Special Education.

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 8 for details on Academic Pathways.

LANGUAGE ARTS

9th Grade Literature and Composition - Required - 2 Semesters - Gr. 9 Requires state EOC assessment.

This course includes a balance of composition, applied grammar, and literature. The development of vocabulary, speaking, listening, researching, and test-taking skills are an integral part of the curriculum.

MATHEMATICS

Students will take one of the required 9th grade mathematics courses based on their achievement in their 8th grade math course.

Algebra I - Required - 2 Semesters - Gr. 9 Requires state EOC 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. It includes linear, quadratic, and exponential expressions; functions and their graphs; simple equations; sample statistics; and curve fitting.

Geometry - Required - 2 Semesters - Gr. 9 Requires state EOC 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.

Accelerated Geometry - Required - 2 Semesters - Gr. 9 Requires state EOC assessment. Prerequisite - Accelerated 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.

End of Course (EOC) assessment.
Algebra I Strategies - Elective - 2 Semesters - Gr. 9
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.

SCIENCE

Biology - Required - 2 Semesters - Gr. 9
Requires state EOC assessment.
Concepts for this course include the interdependence of organisms; the relationship of matter, energy, and organization in living systems; the classification of organisms; and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

SOCIAL STUDIES

World Geography - 2 Semesters - Gr. 9
This two-semester course provides the content knowledge and skills necessary to understand the roles, responsibilities, and relationships of people and places throughout the world, both past and present. The course will prepare students for the three-year required social studies sequence. Topics will include the themes of historical geography, political geography, and economic geography. Extensive opportunities to develop and refine writing skills will prepare students for the required 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.

AP Human Geography - 2 Semesters - Gr. 9
The Advanced Placement program in Human Geography is a college-level course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to interpret human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam to earn college credit. AP Human Geography also prepares students for the required High School Gateway.

HEALTH

Health - Required - 1 Semester - Gr. 9–12
This course is a graduation requirement designed to offer a practical approach to health topics that concern adolescents. The course covers knowledge and skills necessary for personal health and well-being and the prevention and treatment of injury. Additional information covered includes disease prevention, relationships, consumer health, the life cycle, CPR/AED instruction, and preventing the abuse of tobacco, alcohol, and drugs.

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

PHYSICAL EDUCATION

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

Personal Fitness - Required - 1 Semester - Gr. 9–12
This course is a graduation requirement and a prerequisite to all elective physical education courses. The course provides students with the basic knowledge and understanding that physical fitness, exercise, and diet are essential in developing and maintaining a healthy lifestyle. There is no waiver for this course as a graduation requirement for a Regular Education Diploma.

For the 2018–19 school year, GCPS will have Junior Reserve Officer Training Corps (JROTC) programs available at 13 locations. By completing three units of JROTC, a student may receive credit for the unit of required Health/PE. Contact your school counselor for additional information.

Introductory Weight Training - Elective - Gr. 9–12 Prerequisite - Personal Fitness
This course provides students with an opportunity to experience beginning-level weight training and conditioning principles. This program is designed to teach students the academic knowledge and skills needed to improve muscular strength and endurance.

Students must complete Health and Personal Fitness before taking PE electives.
MODERN/CLASSICAL LANGUAGES

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

Modern Languages

Chinese I - 2 Semesters - Gr. 8–12
Through realistic use of the language, the student will learn to communicate in oral and written form on a variety of everyday topics and will gain cultural knowledge of Chinese-speaking countries.

French I - 2 Semesters - Gr. 8–12
Through realistic use of the language, the student will learn to communicate in oral and written form on a variety of everyday topics and will gain cultural knowledge of French-speaking countries.

French II - 2 Semesters - Gr. 9–12 Prerequisite - French I or Teacher Recommendation.
Building on the background of French I, the student will learn to interact in more complex situations, read more complicated materials, and write more extended messages. Cultural understanding increases through reading and discussion of authentic documents.

German I - 2 Semesters - Gr. 8–12
Through realistic use of the language, the student will learn to communicate in oral and written form on a variety of everyday topics and will gain cultural knowledge of German-speaking countries.

German II - 2 Semesters - Gr. 9–12 Prerequisite - German I or Teacher Recommendation.
Building on the background of German I, the student will learn to interact in more complex situations, read more complicated materials, and write more extended messages. Cultural understanding increases through reading and discussion of authentic documents.

Spanish I - 2 Semesters - Gr. 8–12
Through realistic use of the language, the student will learn to communicate in oral and written form on a variety of everyday topics and will gain cultural knowledge of Spanish-speaking countries.

Spanish II - 2 Semester - Gr. 9–12
Prerequisite - Spanish I or Teacher Recommendation.
Building on the background of Spanish I, students will learn to interact in more complex situations, read more complicated materials, and write more extended messages. Cultural understanding increases through reading and discussion of authentic documents.

Spanish for Native Speakers I - 2 Semesters - Gr. 9–12 Prerequisite - Teacher Recommendation.
This course provides native speakers an opportunity to maintain oral competency in the Spanish language and to acquire a more sophisticated level of competency in reading and writing. Students also gain a deeper understanding of their native culture and cultures of other Spanish-speaking countries.

Spanish for Native Speakers II - 2 Semesters - Gr. 9–12 Prerequisite - Teacher Recommendation.
This course provides native speakers a continued opportunity to practice communication skills; to maintain, improve and perfect oral competency in Spanish language; and to acquire a more sophisticated level of competency in reading authentic texts and writing. Students also gain a deeper understanding of and interest in their native culture and cultures of other Spanish-speaking countries.

Classical Language

Latin I - 2 Semesters - Gr. 8–12
The student will develop the ability to read and write Latin through the study of vocabulary and grammar, and be introduced to Ancient Roman culture. The influence of Latin upon English will be emphasized.

Latin II - 2 Semesters - Gr. 9–12 Prerequisite - Latin I or Teacher Recommendation.
Students continue to develop language skills and to acquire an understanding of Latin and Ancient Roman culture begun in Latin I.
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 full 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. Students who complete a pathway in the Fine Arts in conjunction with other requirements may be eligible to earn a Fine Arts diploma seal issued by the state of Georgia. Ask your counselor about related coursework.

Instrumental Music – Band
The course content includes beginning instrumental skills and music reading. 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 – 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 – 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.

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.

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, write songs, learn basic stage movements, and practice dance techniques. Students perform sections from musicals.

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.

Visual Arts
Visual Arts Comp I/Two-Dimensional art courses explore concepts of image and make use of techniques in drawing, printmaking, lettering, painting, and collage. Visual Arts Comp II/Three-Dimensional art courses explore concepts and techniques of construction, assemblage, and media manipulations. Historical and contemporary developments in art are explored.

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.

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.

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.
CAREER AND TECHNICAL EDUCATION

The Georgia Department of Education has developed Career Pathways that will allow students to concentrate their studies in an area of Technical Education to prepare for a seamless transition from high school to postsecondary training in college or technical school. Some Pathways may lead to industry certification. For 2018–19, Gwinnett students may pursue one of more than 59 Pathways within the following Career Clusters. You’ll learn more about Pathways through your school.

Note: The list below includes Career Clusters available through most Gwinnett high schools. Not all Career Clusters are available at every high school. For specialized programs and Pathways available in the Grayson High School Technical Education Program and at Maxwell High School of Technology, go to www.gwinnett.k12.ga.us and explore the Career Pathways available through those schools.

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

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

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

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

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

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

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

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 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 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.
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, measured either by the ACCESS for ELs 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. EL students are strongly encouraged to plan to attend EL High School Summer School each year to help them graduate on schedule. See your ESOL teacher for information.

Recommended placement for EL students at ACCESS Levels 1 and 2, Entering through Emerging
- ESOL I Language
- ESOL I Literature
- Language Development in the Content Areas I
If needed:
- Communication Skills I
- Communication Skills in Mathematics

Recommended placement for EL students at ACCESS Level 3, Developing
- English ESOL II (core Language Arts credit)
- Language Development in the Content Areas II
- Sheltered core classes or placement with ESOL-certified content teachers.
As 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
- English ESOL III or Sheltered Sophomore Language Arts* (core Language Arts credit)
- Sheltered core classes or placement with ESOL-certified content teachers
As needed:
- Language Development in the Content Areas III and IV
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 take the required 9th Grade Language Arts and 11th Grade American Literature and Composition courses as their third and fourth core Language Arts credits.

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

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.
UNDERSTANDING YOUR TRANSCRIPT

In high school, you’ll receive a transcript instead of a report card. In addition to current semester grades, it has a cumulative history of all grades earned in high school (and credits earned for high school classes successfully completed in middle school), as well as information about required tests, credits, and class rank. Your transcript is the official record of your classroom accomplishments that will be requested by colleges, scholarship organizations, and even employers.

Gwinnett High School
(a unit of Gwinnett County Public Schools)
155 Main St, Snellville, GA 30078
Telephone: 770-555-1212

GWINNETT COUNTY PUBLIC SCHOOLS

MARK & MARTHA DAVIS
Parent/Guardian of
DAVIS, JOHN MICHAEL
1111 MAIN ST
SNELLVILLE, GA 30078

Gwinnett High School
Grade 9
Semester 1 2017/2018

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Teacher</th>
<th>Grade</th>
<th>Credit</th>
<th>Sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.0101001</td>
<td>HEALTH</td>
<td></td>
<td>92</td>
<td>0.500</td>
<td></td>
</tr>
<tr>
<td>23.0201007</td>
<td>JRNSLM IN/NEWS</td>
<td>CAMP</td>
<td>88</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>23.0610041</td>
<td>FR HONORS LA</td>
<td>DEES</td>
<td>89</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>26.0101001</td>
<td>BIO HONORS</td>
<td>CHELL</td>
<td>87</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>27.01010001</td>
<td>INT ALG I</td>
<td>BOWL</td>
<td>88</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>36.01010001</td>
<td>INTRO LIFE FIT</td>
<td></td>
<td>90</td>
<td>0.500</td>
<td></td>
</tr>
<tr>
<td>45.0701011</td>
<td>AP HUM GEOG</td>
<td>BLANSHIP</td>
<td>91</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>60.0203041</td>
<td>HON SPAN II</td>
<td>SYRKE</td>
<td>86</td>
<td>0.500</td>
<td>111</td>
</tr>
</tbody>
</table>

Credits Earned: 4.000
Grade Percent Average: 88.875

Gwinnett High School
Grade 9
Semester 2 2017/2018

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Teacher</th>
<th>Grade</th>
<th>Credit</th>
<th>Sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.0201008</td>
<td>JRNSLM IN/NEWS</td>
<td>CAMP</td>
<td>91</td>
<td>0.500</td>
<td></td>
</tr>
<tr>
<td>23.0610042</td>
<td>FR HONORS LA</td>
<td>DEES</td>
<td>90</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>26.0101002</td>
<td>BIO HONORS</td>
<td>CHELL</td>
<td>89</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>27.0101002</td>
<td>INT ALG I</td>
<td>BOWL</td>
<td>95</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>45.0701012</td>
<td>AP HUM GEOG</td>
<td>BLANSHIP</td>
<td>83</td>
<td>0.500</td>
<td>111</td>
</tr>
<tr>
<td>60.0203042</td>
<td>HON SPAN II</td>
<td>SYRKE</td>
<td>92</td>
<td>0.500</td>
<td>111</td>
</tr>
</tbody>
</table>

Credits Earned: 3.000
Grade Percent Average: 90.000

88.875 is the total Grade Percent Average earned for first semester.
The cumulative Grade Point Average is 3.375. (Uses a scale of A=4, B=3, C=2, D=1, F=0.) This student’s grades on this 4-point scale totaled 27 points, divided by eight classes, for a 3.375 GPA.

90.000 is the total Grade Percent Average earned for second semester.
The cumulative GPA (the average of all of the course GPAs) for this student now is 3.5 (49 points divided by 14 classes).

Did you know?
While an 89 is only one percentage point from a 90, the 89 counts as a “3” toward the student’s cumulative GPA, but the 90 counts as “4.” Challenge yourself to do your best. Your extra effort can make a big difference. See page 5 for more about understanding grades.

STUDENT INFORMATION:
Student ID: 2222555555  Grade: 09  Gender: M
Student Name: DAVIS, JOHN MICHAEL
GTID: 3334445555  DOB: 10/01/2003

Gwinnett County Public Schools and its schools are accredited by
AdvanceED

Grade Scale: 90-100=A, 80-89=B, 74-79=C, 70-73=D, 0-69=No Credit
Advisor: ART, WHITNEY

JE9 indicates that the class was taken for credit before the beginning of 9th grade, which gave this student room in his fall schedule for two electives. Some students choose to take Health and Personal Fitness the summer between 8th and 9th grades so they have room in their high school schedule for fine arts, technical education, languages, or other elective classes. Courses taken in 8th grade for high school credit also are designated with a JE9.

AP indicates that this is an Advanced Placement class. The 91 in this class includes 10 points added to the student’s final grade by GCPS, reflecting the rigor of the class. This “weighted” average is used by GCPS in determining a student’s class rank and GPA for college applications. This student also has the opportunity to take the AP exam in May, with the possibility of earning college credit. (Note: HOPE does not add 10 points for AP classes. AP classes are weighted differently for HOPE scholarship purposes. Learn more about HOPE in the fall.)

* Did you know?
While an 89 is only one percentage point from a 90, the 89 counts as a “3” toward the student’s cumulative GPA, but the 90 counts as “4.” Challenge yourself to do your best. Your extra effort can make a big difference. See page 5 for more about understanding grades.
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.

---

**GCPS Student ID Number**

**Password (student-created)**

Find the MYeCLASS tab on the GCPS home page at www.gwinnett.k12.ga.us.