



**UNION COUNTY HIGH SCHOOL  
REGISTRATION GUIDE  
2010-2011  
Class of 2012+**

## English

**\*4 Required – Ninth Grade Lit/Comp, World Lit/Comp, Amer. Lit/Comp, English Lit/Comp\***

### 23.06100 Ninth Grade Literature/and Composition (Suggested Grade 9)

This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

Local Prerequisite: None

### 23.06300 World Literature/Composition (Suggested Grade 10)

This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing.

Local Prerequisite: Ninth Grade Literature/Composition

### 23.05100 American Literature/Composition (Suggested Grade 11)

This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

Local Prerequisite: Ninth Grade Literature/Composition, World Literature/Composition

### 23.05200 English Literature/Composition (Suggested Grade 12)

This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

Local Prerequisite: Ninth Grade Literature/Composition, World Literature/Composition, American Literature/Composition

### 23.05300 Advanced Placement Language/Composition (Suggested Grade 12)

This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board.

Local Prerequisite: Ninth Grade Literature/Composition, World Literature/Composition, American Literature/Composition

23.06500 Advanced Placement Literature/Composition (Suggested Grade 12)

The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

Local Prerequisite: Ninth Grade Literature/Composition, World Literature/Composition, American Literature/Composition

23.03600 Journalism (Suggested Grade 10-11)

The students will publish journalistic articles either in a school newspaper or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased.

Local Prerequisite: Ninth Grade Literature/Composition

35.06100 Study Skills I - Literacy Center (Suggested Grade 9-10)

This course is designed to improve reading achievement for students not reading at grade level. The course includes whole group, small group, and individual instruction, providing student-teacher interaction to build skills that facilitate the reading of increasingly complex materials.

Local Prerequisite: Departmental Recommendation

## **Math**

**\*4 Required – Math I, Math II, Math III, Math IV or AP Calculus AB\***

### 27.08100 Mathematics I (Suggested Grade 9)

This is the first in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. This course requires students to: explore the characteristics of basic functions using tables, graphs, and simple algebraic techniques; operate with radical, polynomial, and rational expressions; solve a variety of equations, including quadratic equations with a leading coefficient of one, radical equations, and rational equations; investigate properties of geometric figures in the coordinate plane; use the language of mathematical argument and justification; discover, prove, and apply properties of polygons; utilize counting techniques and determine probability; use summary statistics to compare samples to populations; and explore the variability of data.  
Local Prerequisite: Department Recommendation

### 27.04400 Mathematics Support I (Suggested Grade 9)

The purpose of the Mathematics Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics Support is an elective class that should be taught concurrently with a student's regular mathematics class.  
Local Prerequisite: Department Recommendation

### 27.91000 Accelerated Mathematics I (Suggested Grade 9)

This is the first in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: represent and operate with complex numbers; explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques; operate with radical, polynomial, and rational expressions; solve equations, including quadratic, radical, and rational equations; investigate properties of geometric figures in the coordinate plane; use the language of mathematical argument and justification; discover, prove, and apply properties of polygons, circles and spheres; utilize counting techniques and determine probability; use summary statistics to compare samples to populations; explore variability of data; and fit curves to data and examine the issues related to curve fitting.  
Local Prerequisite: Department Recommendation

### 27.08200 Mathematics II (Suggested Grade 10)

This is the second in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. This course requires students to: represent and operate with complex numbers; use numerical, graphical, and algebraic techniques to explore quadratic, exponential, and piecewise functions and to solve quadratic, exponential and absolute value equations and inequalities; use algebraic models to represent and explore real phenomena; explore inverses of functions; use right triangle

trigonometry to formulate and solve problems; discover, justify and apply properties of circles and spheres; use sample data to make informal inferences about population means and standard deviations; and fit curves to data and examine the issues related to curve fitting.

Local Prerequisite: Mathematics I & Department Recommendation

#### 27.04500 Mathematics Support II (Suggested Grade 10)

The purpose of the Mathematics Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics Support is an elective class that should be taught concurrently with a student's regular mathematics class.

Local Prerequisite: Mathematics I & Department Recommendation

#### 27.09200 Accelerated Mathematics II (Suggested Grade 10)

This is the second in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: explore the characteristics of exponential, logarithmic, and higher degree polynomial functions using tables, graphs, and algebraic techniques; explore inverses of functions; use algebraic models to represent and explore real phenomena; solve a variety of equations and inequalities using numerical, graphical, and algebraic techniques with appropriate technology; use matrices to formulate and solve problems; use linear programming to solve problems; use matrices to represent and solve problems involving vertex-edge; use right triangle trigonometry to formulate and solve problems; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; use sample data to make informal inferences about population means and standard deviations; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

Local Prerequisite: Accelerated Mathematics I & Department Recommendation

#### 27.08300 Mathematics III (Suggested Grade 11)

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

Local Prerequisite: Mathematics I, Mathematics II & Department Recommendation

xx.xxxxx Mathematics Support III (Suggested Grade 11)

The purpose of the Mathematics Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics Support is an elective class that should be taught concurrently with a student's regular mathematics class.

Local Prerequisite: Mathematics I, Mathematics II, Department Recommendation

27.09300 Accelerated Mathematics III (Suggested Grade 11)

This is the third in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

Local Prerequisite: Accelerated Mathematics I, Accelerated Mathematics II & Department Recommendation

27.08400 Mathematics IV (Suggested Grade 12)

This is a fourth year mathematics course designed to prepare students for calculus and similar college mathematics courses. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

Local Prerequisite: Mathematics I, Mathematics II, Mathematics III & Department Recommendation

27.07200 Advanced Placement Calculus AB (Suggested Grade 12)

Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus.

Local Prerequisite: Accelerated Mathematics I, Accelerated Mathematics II, Accelerated Mathematics III & Department Recommendation

## Science

**\*4 Required – Biology, Physical Science or Physics, Chemistry or Earth Systems or Environmental Science or Gen Horticulture/Plant Science or Equine Science or Food Science or Food/Nutrition through the lifespan\***

### 40.06400 Earth Systems (Suggested Grade 9)

Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction will focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis will be integrated into units. Special attention will be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

Local Prerequisite: None

### 26.01200 Biology (Suggested Grades 9-10)

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. This course has a required End-of-Course test (EOCT) that counts 15% of the final grade.

Local Prerequisite: None

### 40.01100 Physical Science (Suggested Grade 10-11)

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. This course has a required End-of-Course test (EOCT) that counts 15% of the final grade.

Local Prerequisite: None

### 40.05100 Honors Chemistry (Suggested Grade 11-12)

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be

proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Local Prerequisite: Biology, Physical Science, Math II or Algebra II equivalent

#### 40.08100 Honors Physics (Suggested Grade 11-12)

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

Local Prerequisite: Biology, Physical Science, Math II or Algebra II equivalent

#### 26.07300 Human Anatomy/Physiology (Suggested Grade 11-12)

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction will focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry is integrated throughout the course. Whenever possible careers related to medicine, research, health-care and modern medical technology are emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) are emphasized.

Local Prerequisite: Biology, Physical Science

#### 26.06110 Environmental Science (Suggested Grade 11-12)

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction will focus on student data collection and analysis. Some concepts are global; in those cases, resources on the Internet for global data sets and interactive models are utilized. Chemistry, physics, mathematical, and technological concepts are integrated throughout the course. Careers related to environmental science are emphasized.

Local Prerequisite: Biology, Physical Science

## **Social Studies**

**\*4 Required – Civics, World History, United States History, Economics\***

45.05700 American Government/Civics (Suggested Grade 9)

An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior.

Local Prerequisite: None

45.08300 World History (Suggested Grade 10)

A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

Local Prerequisite: Civics

45.08100 United States History (Suggested Grade 11)

Examines the history of the United States beginning with the British settlement of North America . The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.

Local Prerequisite: Civics, World History

45.06100 Economics/Business/Free Enterprise (Suggested Grade 12)

An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.

Local Prerequisite: Civics, World History, United States History

## **Health/PE**

### **\*1 Required – Health and Personal Fitness\***

#### 17.01100 Health (Suggested Grade 9)

Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

Local Prerequisite: None

#### 36.05100 Personal Fitness (Suggested Grade 9)

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

Local Prerequisite: None

#### 36.01100 General Physical Education I (Suggested Grades 9-12)

Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle.

Local Prerequisite: None

#### 36.01200 General Physical Education II (Suggested Grades 10-12)

Enhances level-one skills in any different combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Further promotes methods to attain a healthy and active lifestyle.

Local Prerequisite: PE I

#### 36.01300 General Physical Education III (Suggested Grades 10-12)

Enhances level-two skills in any different combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Further promotes methods to attain a healthy and active lifestyle.

Local Prerequisite: PE I, PE II

#### 36.01400 General Physical Education IV (Suggested Grades 10-12)

Enhances level-three skills in any different combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Further promotes methods to attain a healthy and active lifestyle.

Local Prerequisite: PE I, PE II, PE III

36.05200 Physical Conditioning (Suggested Grades 9-12)

Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition.

Includes fitness concepts for the development of healthy lifetime habits.

Local Prerequisite: None

36.05400 Weight Training (Suggested Grades 9-12)

Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

Local Prerequisite: None

36.06400 Advanced Weight Training (Suggested Grades 9-12)

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

Local Prerequisite: None

## **Fine Arts**

**\*3 Required – Fine Arts or Modern Language or CTAE\***

### 50.3110 Visual Arts/Drawing I (2-D I)

Allows the student to become familiar with the language, media, and tools of two-dimensional design as drawing. Basic beginning drawing skills will be explored as a method of expression. Drawings will be done both from observation and from thematic illustrations assignments. Students will work with drawing, painting and mixed media. Students will also explore the evolution of two-dimensional design from B.C. to Contemporary art. Evaluation is done through the use of art criticism.

### 50.03120 Visual Arts/Drawing II (2-D II)

Enhances level-one skills and techniques and provides further exploration of drawing/painting media. Reinforcement of the student's critical analysis skills for responding to drawings of different historical styles and periods will also be involved. Illustrative techniques will be emphasized.

Local Prerequisite: Drawing I

### 50.03130 Visual Arts/Drawing & Painting I (2-D III)

Offers the serious art student an in-depth study of art processes, techniques, aesthetics, criticism, history, and content applications. The course provides students the opportunity to develop a quality portfolio that may be used for entrance into college level programs or art schools. The teacher will encourage students to form goals and become familiar with careers in the arts.

Local Prerequisite: Drawing I and II

### 50.03140 Visual Arts/Drawing & Painting II (2-D IV)

Enhances level-3 skills and in-depth study of art processes, techniques, aesthetics, criticism, history, and content applications. The course provides students the opportunity to develop a portfolio that demonstrates a breadth of work in two-dimensional design. Student will learn to communicate personal ideas and philosophies. Originality and creativity are encouraged. Students will be encouraged to form goals and become familiar with careers in the arts.

Local Prerequisite: Drawing I, II and Drawing/Painting I

### 50.05110 Visual Arts/Printmaking I

Explores a variety of techniques and wide range of printmaking media; emphasizes developing basic printmaking skills. Student will learn critical analysis skills for responding to master prints. Examines solutions to printmaking problems. Printmaking is a process that allows the student to make multiple original works of art using a transfer technique, often with a printing press. Some drawing skills would be helpful in this course.

Local Prerequisite: None

50.04110 Visual Arts/Ceramics/Pottery I

Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. The history of pottery will also be explored.

Local Prerequisite: None

50.04120 Visual Arts/Ceramics/Pottery II

Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces basic glazes and kiln firing; stresses evaluation of clay forms through art criticism. This course provides the student with an opportunity to develop a quality collection of vessels for personal uses as functional, well-designed, utilitarian objects.

Local Prerequisite: Pottery I

50.04130 Visual Arts/Ceramics/Pottery III

Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel, glazing and kiln firing; This course provides the student with an opportunity to develop a quality collection of vessels for personal uses as functional, well-designed, utilitarian objects. Presents pottery and ceramic forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.

Local Prerequisite: Pottery I, Pottery II

50.04140 Visual Arts/Ceramics/Pottery IV

This course offers the serious pottery student an in-depth study of the pottery processes, techniques, aesthetics, criticism, history, and content applications. The course provides the student with the opportunity to develop a quality collection of vessels that could be used as entries in a portfolio for college or for personal uses as functional, well-designed, utilitarian objects. Students will demonstrate a breadth of work in three-dimensional design as it relates to pottery.

Local Prerequisite: Pottery I, Pottery II and Pottery III

54.02210 Intermediate Mixed Chorus I (Suggested Grades 9-12)

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

Local Prerequisite: None

54.02310 Advanced Mixed Chorus I (Suggested Grades 10-12)

Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of

music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Local Prerequisite: Intermediate Mixed Chorus

53.03710 Intermediate Band I (Suggested Grades 9-12)

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

Local Prerequisite: Middle School Band

53.03810 Advanced Band I (Suggested Grades 9-12)

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels.

Stresses individual progress and learning strategies and ensemble experiences.

Local Prerequisite: Middle School Band

53.01400 Music Appreciation (Suggested Grades 9-12)

Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

Local Prerequisite: None

51.03100 – Jazz Dance/Auxiliary I (Suggested Grades 9-12)

Introduces basic jazz techniques, basic and advanced color-guard equipment skills and vocabulary as applied in a modern marching band auxiliary. Emphasizes aesthetic perception, physical development and training, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

Local Prerequisite: By Audition

## **Modern Languages**

**\*3 Required - Modern Language or CTAE or Fine Arts\***

**\*A minimum of 2 required for admission to Georgia University System Colleges/Universities\***

### 60.07100 Spanish I (Suggested Grade 10-12)

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

Local Prerequisite: None

### 60.07200 Spanish II (Suggested Grade 10-12)

Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

Local Prerequisite: Spanish I

### 60.07300 Spanish III (Suggested Grade 12)

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

Local Prerequisite: Spanish I, Spanish II

## **Driver Education**

### 17.01400 Driver Education

The student will learn how driver education and driver's licensing programs can help you become a responsible, low-risk driver. This course fulfills the state requirements of 30 hours of classroom instruction and 6 hours of driving experience with a certified driving instructor. Driver education is required by law to obtain your Georgia Drivers License before the age of 18. After completion of this course with a passing grade of 70 or above you will receive the Department of Driver Services Certificate of completion needed to obtain your class D drivers license.

Local Prerequisite: Must hold driver permit

## **Career Technical and Agriculture Education**

**\*3 Required - CTAE or Modern Language or Fine Arts\***

### **Career Pathways**

Career pathways are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career related courses usually commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Career, Technical and Agricultural Education (CTAE) provides all Georgia students with the opportunity to select at least three sequenced electives in a career pathway, along with recommended academic course work, to prepare them to continue their education at any level or enter the world of work. Selection of a pathway will be based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway. Most high-demand, high-skilled, high-wage occupations in all concentrations still do require education beyond high school. Implementation of career pathways is a collaborative effort between the Union County High School, the Technical College System of Georgia and the University System of Georgia.

## **Program Concentration: Agriculture**

Career, Technical and Agricultural Education's Agriculture program combines agricultural technical skills with rigorous coursework, leadership training, and other current agricultural topics. The Agriculture program consists of three components: classroom/ laboratory experiences, the Supervised Agricultural Experience Program (SAEP) which will allow students to apply what they have learned in the classroom in real world practical jobs and experiences, and the Career Technical Student Organization, FFA, which provides cocurricular activities that build public speaking skills, personal growth, teamwork and leadership skills.

Agriculture nurtures leaders in every field imaginable. Students completing an agriculture career pathway will have solid skills in areas related to agriscience, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, and agribusiness management. Georgia's strong dependence on Agriculture will only continue to expand the Agriculture-related career opportunities for many years.

Program Contact:

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The goal of this course is to provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Local Prerequisite: Basic Agricultural Science and Technology

### **Plant Science/Horticulture Career Pathway**

A career in plant science and horticulture offers a variety of job opportunities in the fields of education, research, golf and sports turf, landscape design, parks and gardens, public service, production management, and sales and marketing. Some jobs available include landscape designer, greenhouse manager, golf course superintendent, plant breeder, florist, agricultural chemical researcher and garden center owner. Educational requirements in this field vary by job. Two- and four-year programs are available in this area. Advanced degrees may be necessary for some research-related jobs. Those who are interested in this field should be able to carry out projects and work independently, have a commitment to quality and customer service, have an appreciation of our natural environment and have good communication skills, both written and verbal.

### **Course Titles**

#### **02.47100 [Basic Agricultural Science and Technology](#)**

This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

#### **01.46100 [General Horticulture and Plant Science\\*](#)**

This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

#### **01.47000 [Nursery and Landscape](#)**

This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**\*Allowed as 4<sup>th</sup> science requirement for Plant Science/Horticulture career pathway completers.**

### **Program Concentration: Architecture, Construction, Communication and Transportation**

CTAE's Architecture, Construction, Communications, and Transportation program area offers students many opportunities to be prepared for their career future. Beginning with a challenging curriculum that includes relevant academic standards integration, hands-on projects for opportunities to master rigorous course standards, career related education availabilities, and certification options, students enrolling in one of the many ACCT Career Pathways will graduate prepared for their future. The program's classroom and laboratory experiences enable students to gain essential skills preparing them for careers in plumbing, carpentry, electrical, masonry, architectural design and drawing, metals, and automotive service technologies. ACCT students have the opportunity to participate in Georgia SkillsUSA, a cocurricular experience for students to further develop leadership skills, build relationships between academic and technical skills, and participate in state and national activities requiring higher order thinking and problem solving skills.

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## **Construction Career Pathway**

Construction is one of the nation's largest industries with over 7 million wage and salary jobs and 1.9 million self-employed workers. Construction includes the building of new structures as well as additions and modifications to existing ones. The construction industry also includes maintenance, repair and improvements on these structures.

Employment in the construction industry can be gained through a variety of educational and training backgrounds. Those entering construction out of high school usually start as laborers, helpers or apprentices. The skills required for many construction jobs take years to learn and are usually learned through some combination of classroom instruction and on-the-job training. The more education received, generally the more skilled workers become.

### **Course Titles**

**\*Four Courses Required for Pathway Completion\***

#### **46.54500 [Occupational Safety and Fundamentals](#)**

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general.

This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. These standards (Safety Rules) must be completed before continuing in the course. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

#### **46.54600 [Introduction to Construction](#)**

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate

between blueprints, as is related to each individual craft area.  
Local Prerequisite: Occupational Safety and Fundamentals

**AND**

**46.55000 [Carpentry I](#)**

This course is preceded by Introduction to Construction. This course is the third of four courses that provides the student a solid foundation in carpentry skills and knowledge. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsman.

Local Prerequisite: Introduction to Construction

**46.55100 [Carpentry II](#)**

This course is preceded by Carpentry I and is the fourth of four courses that provides the student a solid foundation in carpentry skills and knowledge

This course provides the knowledge of various kinds of roof systems. It provides knowledge and skills for layout and cutting of the various types of roof rafters. It provides knowledge and skills for installing exterior doors, windows, and skylights. It also provides the student with knowledge and skills to layout, cut, and install various types of stairs and the code requirements needed to properly do so.

Local Prerequisite: Carpentry I

**OR**

**46.56000 [Electrical I](#)**

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in electrical skills and knowledge.

This course builds on the concepts of electrical safety introduced in Occupational Safety. It provides knowledge of the hardware and systems used by an electrician and the basic skills to install them. It provides a general knowledge of electrical systems including series, parallel, and series-parallel circuits. It provides the basic skills and knowledge to navigate and use the National Electrical Code. It provides an introduction to the skills and knowledge of conduit bending and installation.

Local Prerequisite: Introduction to Construction

**46.56100 [Electrical II](#)**

This course is preceded by Electrical I. The course is the fourth of four courses that provides the student a solid foundation in electrical skills and knowledge

This course focuses on proper selection, inspection, use, and maintenance of common electrical test equipment; introduces the types and applications of raceways, wire-ways, and ducts; focuses on the types and application of conductors and covers proper wiring techniques, electrical prints, drawings and symbols; covers the electrical devices and wiring techniques common to commercial and industrial construction and maintenance,

and covers the electrical devices and wiring techniques common to residential construction and maintenance.

Local Prerequisite: Electrical I

**OR**

**46.57000 [Masonry I](#)**

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in masonry skills and knowledge.

This course provides knowledge and skills needed to operate hand tools, power tools, and equipment used in mixing mortar safely. It provides the knowledge and skills needed for cutting, laying, and finishing masonry units. It provides the math knowledge and skills needed to calculate distances, areas, and volumes common in masonry work. It also provides the knowledge of the types and properties of mortar and materials used in a concrete mixture.

Local Prerequisite: Introduction to Construction

**46.57100 [Masonry II](#)**

This course is preceded by Masonry I and is the fourth of four courses that provides the student a solid foundation in masonry skills and knowledge.

This course provides the basic knowledge needed for all types of concrete and masonry units and their applications. It provides additional skills needed for cutting, laying, and finishing masonry units. It provides the knowledge and skills to use ties and reinforcing materials while installing masonry units. It also provides knowledge and skills related to the processes used in placing masonry units.

Local Prerequisite: Masonry I

**OR**

**46.58000 [Plumbing I](#)**

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in plumbing skills and knowledge.

This course provides basic skills and knowledge needed to apply OSHA and EPA safety concepts and practices as related specifically to the plumbing trade. It includes the use of plumbing tools and materials. The student is introduced to the basic knowledge and application of plumbing codes. Also included is the basic skills and knowledge required to handle, estimate, and store materials used in the plumbing trade. Involved in this process is the correct interpretation and application of basic information from architectural and construction working drawings, especially as related to plumbing installation.

Local Prerequisite: Introduction to Construction

**46.58100 [Plumbing II](#)**

This course is preceded by Plumbing I and is the fourth of four courses that provides the student a solid foundation in plumbing skills and knowledge. This course provides the basic skills and knowledge to install water supply systems as well as drain, waste, and ventilation systems. This involves basic installation from rough-in through trim out of a variety of fixtures. It involves practice with the skills and knowledge necessary to apply plumbing codes to specific circumstances. This course also builds on the skills and

knowledge of the student to be able to read, interpret, and apply information from architectural and construction working drawings, especially as related to plumbing installation.

Local Prerequisite: Plumbing I

### **Metals Technology Pathway**

This Metals Technology Pathway is designed to prepare a student with foundational knowledge and skills for a career in one of three possible crafts. As the student progresses through the Pathway they are given the opportunity to explore three craft areas on an introductory level. Once they have completed the foundational and introductory levels they are then given the option to “major” in at least one of three craft areas. These areas are Machining Operations, Welding, or Sheet Metal. Successful completion of this Pathway includes four units consisting of Occupational Safety and Fundamentals; Introduction to Metals; and Levels I and II within one craft area.

#### **46.54500 Occupational Safety and Fundamentals**

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. These standards (Safety Rules) must be completed before continuing in the course. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

#### **48.58100 Introduction to Metals**

The metals technology curriculum, Introduction to Metals, is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. Approximately one-third of students' time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, metals-related lab activities. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National

Craft Worker Registry.

Local Prerequisite: Occupational Safety and Fundamentals

AND

48.5900 Machining Operations I

This course will acquaint the students with the history of the machining trade, equipment used in the trade, attributes of successful machinists, industry credentialing, and career opportunities. Course topics include safety, applied mathematics, measuring instruments, blueprint reading, and metallurgy. Practical experience will be gained in the proper use and maintenance of hand tools, the pedestal grinder, the drill press, and band saws. Additional topics address quality control, environmental protection, and housekeeping. Co-curricular activities of SkillsUSA VICA are incorporated in the course.

Local Prerequisite: Introduction to Metals

48.59100 Machining Operations II

This course will provide opportunities for students to master benchwork and drill press skills. Course topics include safety, blueprint reading, job planning and management, heat treatment, quality control, and machinery maintenance. Performance standards for this course are based on National Institute for Metalworking Skills (NIMS) national standards for the topics of benchwork, layout, and drill press. Co-curricular activities of SkillsUSA VICA are incorporated in the course.

Local Prerequisite: Machining Operations I

OR

48.55100 Welding I

This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Local Prerequisite: Introduction to Metals

48.55200 Welding II

This course is designed to allow students to master basic welding techniques such as producing quality fillet welds and advanced metal cutting processes. Students will interpret welding symbols and use joint fit-up tools to produce quality fillet welds. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Local Prerequisite: Welding I

48.55300 Welding III

This course includes specialized training and development of skills in Gas Metal Arc Welding (GMAW) of pipe and aluminum plate and pipe in the 1G, 3G, 5G, and 6G positions. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research (NCCER) Occupation Standards. Students who successfully complete the course in accordance with the NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Local Prerequisite: Welding II

OR

48.58200 Sheet Metal I

This course is designed to allow students to master basic sheet metal techniques. This course includes the development of skills in basic trade math. Students will identify, rate, select, and use steel and other metals to develop and fabricate basic sheet metal projects. The course includes the development of skills in basic piping practices by using fasteners, hangers, and other support systems. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER Craft Worker Registry.

Local Prerequisite: Introduction to Metals

48.58300 Sheet Metal II

This course is designed to allow students to master basic sheet metal techniques by developing and fabricating basic sheet metal projects from blueprints and specifications and parallel line development. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research (NCCER) Occupation Standards. Students who successfully complete the course in accordance with the NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Local Prerequisite: Sheet Metal I

## **Transportation Logistical Support Career Pathway**

The transportation industry is vital to the economy. Modes of ground transportation used to move both freight and passengers are ground, rail and water. The transportation industry is very global in nature and the increased adoption of new technologies that allow time-specific delivery and electronic tracking of cargo have spurred its growth.

Employment for transportation support jobs are expected to be good. Most support jobs require on-the-job training; some require certification. Those seeking to move into management should have some type of post-secondary training.

### **Course Titles**

#### 47.57100 [Foundations of Transportation and Logistics](#)

Foundations of Transportation & Logistics is the beginning course for the Transportation Logistical Pathways. It is also appropriate for students enrolled in any career pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop skills related to logistics in the transportation sector.

#### 47.57600 [Electrical/Electronic Systems and Design](#)

Electrical/ Electronic Systems and Design in Logistics is the second course in the Transportation Logistical Pathways. The course will help students build a strong scientific knowledge base and develop skills related to electrical and electronics in the logistics and transportation sector.

Local Prerequisite: Foundations of Transportation and Logistics

#### 47.57700 [Chassis System and Design](#)

Chassis System and Design (Brake & Steering) is a course for the Transportation Logistical Support Pathway. The course will help students build a strong scientific knowledge base and develop skills related to vehicle chassis systems in the logistics and transportation sector.

Local Prerequisite: Foundations of Transportation and Logistics

#### 47.57500 [Transportation Logistics Internship \(ACT – TLI\)](#)

The Transportation Logistics Internship is an elective course for both transportation logistical pathways. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student

Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

Local Prerequisite: Electrical/Electronic Systems and Design or Chassis System and Design

### **Early Childhood Education Career Pathway**

Preschool, kindergarten and elementary school teachers play a vital role in the development of children. They introduce children to math, language, science and social studies. They use games, music, artwork, films, books, computers and other tools to teach basic skills. Teachers design classroom presentations to meet students' needs and abilities. They also work with students individually. They are responsible for planning, evaluating and assigning lesson plans; preparing, administering and grading tests and maintaining discipline.

Most early childhood education teachers work a 10-month school year with a 2-month vacation during the summer. Many teachers work more than 40 hours a week. Teachers often work with students from varied ethnic, racial and religious backgrounds. With growing minority populations in most parts of the U.S., teachers must work effectively with a diverse student population.

All 50 states require public school teachers to be licensed, have a bachelor's degree and have completed an approved teacher training program with a prescribed number of subject and education credits, as well as supervised practice teaching. Teachers must also continually update their skills so that they can instruct and use the latest technology in the classroom. Most states do not require licensure of teachers in private schools. Licensing requirements for preschool teachers also vary by state. Requirements for public preschool teachers are usually more stringent than those for private preschool teachers. Shortages of qualified teachers will likely continue through 2014. Most job openings will result from replacing the large number of teachers expected to retire over the next several years. Job prospects should be better in inner cities and rural areas than in suburban districts.

### **Course Titles**

#### **20.52510 [Introduction to Early Childhood Care and Education](#)**

Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate

response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

#### **20.42320 Human Growth and Development for Early Childhood**

Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

#### **20.52610 Health, Safety and Nutrition for the Young Child**

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

#### **20.52710 Early Childhood Education Internship**

The internship offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). The internship stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to early childhood education, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior.

Local Prerequisite: Introduction to Early Childhood Care and Education, Human Growth and Development for Early Childhood, and Health, Safety and Nutrition for the Young Child

### **Program Concentration: Family and Consumer Science**

Family & Consumer Sciences offers a unique focus on families, work, and their interrelationships, providing a solid foundation of success for any student. Through relevant coursework, community projects, student organizations, and internship/mentoring opportunities, students develop the essential leadership, life, and communications skills they need to become responsible citizens and leaders in family, community, and work settings. As a FACS student, you'll learn to manage resources to meet the essential needs of individuals and families; to promote optimal nutrition and wellness across the life span; and to accept responsibility for your actions and success in family and work life. The career and educational opportunities available in FACS are varied and virtually unlimited, as are the postsecondary educational opportunities.

FACS graduates can either enter the workforce after high school or continue their educations at technical or two- or four-year colleges. Many courses in the concentration are available with dual enrollment at a local postsecondary institution. The essential knowledge and skills developed through FACS prepare you for a successful future in any field, as well as in family and community life. This program allows students the opportunities to experience classroom and laboratory components and instruction that meets industry validated standards, work-based learning in the form of internships, cooperative education, school-based enterprises and Youth Apprenticeship, and membership in the Family, Career & Community Leaders of America. FCCLA is an organization which provides opportunities to build leadership and competitive skills necessary in the world of work and in the community.

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### **20.43000 Consumer Finance**

This course provides students with knowledge for real life in order to understand the importance of managing their income to meet individual and family goals across the lifespan. Students will focus on career opportunities and professional requirements for employment within the finance industry, developing and managing a financial plan, handling credit and managing debt, savings, investments, insurance, housing, and vehicles. This course will include at least one comprehensive project-based learning activity.

### **Nutrition and Food Science Career Pathway**

Those working in the nutrition and food sciences field help people lead healthier lives through a balanced diet. They plan food and nutrition programs and supervise the preparation and serving of meals. They help prevent and treat illnesses by promoting healthy eating habits and by recommending dietary modifications. Other job opportunities in this field include managing food service systems for institutions such as hospitals and schools and promoting sound eating habits through education and conducting research. Food scientists analyze food to see what it is made of and what causes it to break down or spoil. They focus on the safe preservation and processing of food as well as its nutritional value.

Dieticians and nutritionists need at least a bachelor's degree in dietetics, foods and nutrition, food service systems management or a related area. Those interested in research, advanced clinical positions or public health may need an advanced degree. Licensure varies by states, but 31 states do require licensure of dieticians.

Nutrition jobs are found in hospitals, nursing care facilities, outpatient care facilities, offices of physicians and other health practitioners, correctional facilities, health departments and other health- related areas.

Employment in this field is expected to grow faster than average through 2014 as a result of the increasing emphasis on disease prevention through improved dietary habits. A growing and aging population will increase the demand for meals and nutritional counseling in hospitals, residential care facilities, schools, prisons, community health programs and home health care agencies.

### **Course Titles**

#### **20.41610 Food, Nutrition, and Wellness**

Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

**20.41710 [Food and Nutrition Through the Lifespan\\*](#)**

Food and Nutrition through the Lifespan is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including old age. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

**20.41810 [Food and Science\\*](#)**

Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers will be explored.

**\*Allowed as 4<sup>th</sup> science requirement for Nutrition and Food Science career pathway completers.**

### **Program Concentration: Healthcare Science**

Whether you plan to continue your education through medical school or want to graduate from high school into a career, Healthcare Science provides the challenging academic courses, relevant on-the-job experience, and specialized technical skills you need. In the classroom and laboratory, students build solid math, science, reading, writing, and communication skills. Special emphasis is placed on developing the problem-solving and decision-making skills required in the fast-paced healthcare industry. And, through the Introduction to Healthcare Science course, students learn basic concepts of health, wellness, and preventative care; medical terminology; microbiology; life-support skills; and the ethical and legal responsibilities of today's healthcare provider.

Put your classroom knowledge and skills into practice through clinical experiences that range from Healthcare Science internships to paid positions through the Youth Apprenticeship Program (YAP). By working in a variety of healthcare settings, including hospitals, daycare centers, nursing homes, elementary school clinics, physician offices, and rehabilitation centers, you will get the chance to explore the wide range of careers available. Additional activities are offered through the Healthcare Science CTSO, Health Occupations Students of America (HOSA). HOSA promotes leadership and provides competitive event opportunities at the local, state, and national levels. HOSA has more than 40 competitive events that include everything from Medical Photography to Sports Medicine. Graduates can transition into high-demand entry level healthcare careers and/or continue their education at the postsecondary institution of their choice.

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## **Therapeutic Services Career Pathway (Nursing Career Specialty)**

An estimated 3.6 million new health care wage and salary jobs will be created by 2014, more than in any other industry. Registered nurses make up the largest health care occupation with 2.4 million jobs. Students interested in pursuing a nursing career will have excellent job opportunities; employment of RNs is projected to increase more than 27% by 2014, creating the second largest number of new jobs among all occupations.

Three out of five RN jobs are in hospitals, but rapid job growth is expected in hospital outpatient facilities, such as same-day surgery, rehabilitations, and chemotherapy. Growth is also expected in nursing care facilities and in home health care. RNs with a bachelor degree will have better job prospects than those with either an associate degree or a diploma.

Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations. If you take the sequenced healthcare courses recommended in this education and career plan, you can receive the American Heart Association Basic Life Support Certification, American Red Cross CPR and First Aid Certification, Georgia Medical Care Foundation Certification for Nursing Assistant, and the National Health Care Foundation Skills Standards Certification upon graduation from high school. There are many and varied areas of nursing, including Licensed Practical/Vocational Nurse (LPN/LVN) and Registered Nurse (RN). Most nursing programs require education beyond high school, including diploma programs, associate degree programs, and bachelor degree programs and beyond.

### **Course Titles**

#### **25.52100 [Introduction to Healthcare Science](#)**

Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated

including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

#### 25.52200 [Application of Therapeutic Services](#)

Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and fundamental pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, Health Occupations Students of America (HOSA), and the National Consortium on Health Science and Technology Education (NCHSTE). Upon completion of this course and pre-requisites students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

Local Prerequisite: Introduction to Healthcare Science

#### 25.56100 [Nursing Essentials](#)

This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant.

### 25.56300 Nursing Internship

This internship focuses on the applications of Nursing Essentials skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.

Local Prerequisite: Application to Therapeutic Services

### **Program Concentration: Business and Computer Science**

Career, Technical and Agricultural Education's Business and Computer Science program offers students the chance to learn about finance, accounting, legal operations of business, administrative support, information management, small business development, international business, and computing, which involves programming and technical support. Students learn first-hand how to implement successful business plans and manage people, budgets, and products. Students will work with the latest technological tools and innovative curriculum in hands-on learning projects that include web page production, managing databases, and writing programming code to name a few. Students will also master standards pertaining to ethical and privacy issues related to computers, business, finances, and the Internet. The Business and Computer Science program consists of three components: classroom/laboratory experiences, work-based learning opportunities that relate directly to classroom instruction, and the Career Technical Student Organization, Future Business Leaders of America, which provides cocurricular activities that build teamwork and leadership skills.

Program Contact:

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06.41500 Legal Environment of Business

This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, criminal/civil law, courtroom procedures, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards prepares students for participation in the UCHS Mock Trial Competition Team.

Local Prerequisite: Computer Applications I

## **Administrative/Information Support Pathway**

### **07.44110 Computer Applications I**

The goal of this course is to provide an understanding and application of social, ethical, and human issues related to technology. The course will also provide an introduction to computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software as well as use of emerging technologies.

Local Prerequisite: None

### **07.44120 Computer Applications II**

The goal of this course is to provide students with opportunities to enhance their computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include advanced computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software, as well as the use of emerging technologies.

Local Prerequisite: Computer Applications I

### **07.48310 Business Communication and Presentation**

The goal of this course is to provide students with an understanding of communication skills and current and upcoming technology and its impact personally and professionally. Competency will be developed in the areas of oral and written communication, interpersonal skills, and the use of current technology. Students will complete all phases of production to create the morning announcements and highlights videos for the UCHS student body. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and the technical skill standards.

Local Prerequisite: Computer Applications II