Fulton County Schools

High School Curriculum Handbook

2019 – 2020

Fulton County Schools
Where Students Come First

Fulton County Schools
Where Students Come First

Dear Stakeholders:

In this rapidly changing age we are preparing students for the challenges and opportunities that are certain to come. This preparation must focus on preparing students to live in a dynamic and highly technological society. If students are to succeed, they must be creative, articulate, literate, logical, and critical thinkers.

We believe curriculum must be designed to educate students to be responsible, productive citizens who will be able to adapt to an ever-changing, global society through continuous learning. Our efforts toward meeting this challenge are described in this handbook.

The handbook is provided as a resource guide and description of the system's educational program for kindergarten through grade five. It identifies performance standards, content objectives, assessment procedures, and promotional policies. It further describes special programs implemented to ensure that the needs of all students are met.

It is our hope that this guide will be useful to all who value the children in our care: parents, teachers, administrators, and community.

Sincerely,
Amy Barger
Assistant Superintendent for Learning and Teaching

Planning Ahead - College and Career Ready

The global economy and the skills needed for the 21st century require a rigorous and well-rounded K-12 education. The old method of separating students into "college bound" and "work bound" is no longer sufficient in the world of education. Students need to know more and be better equipped to apply that knowledge in order to tackle increasingly complex issues and problems. Fulton schools are addressing this need through the increase of rigor and critical thinking skills for all students.

Curriculum in Fulton County Schools

Curriculum is defined as a plan for learning. It encompasses all the learning experiences a student encounters under the guidance of the school. The curriculum in Fulton County Schools focuses on the development and application of skills and knowledge as identified by the state of Georgia, national curriculum standards, and local system objectives. Interactive learning and hands-on-experience are central to the Board of Education's vision for the effective delivery of instruction and increased emphasis on higher academic achievement for all children.

Semester System

Fulton County high schools operate on a semester system. Two semesters make up the regular academic year. At the end of the semester, students receive a final grade and credit for each course successfully completed. Most courses carry one-half unit credit per semester and the normal load is six courses. Some courses are two-period blocks and receive one unit credit per semester.

Some disciplines such as science, language arts and mathematics usually cover an entire year but are divided into year-long sequence or semester sequence. Students who take biology, for example, earn one half unit per semester. Some courses, however, are individually designed and may or may not be part of a year-long sequence.

Two alternatives to the year-long approach are the Block Schedule and Modified Block Schedule. On a Block Schedule, students take four 90-minute courses for 18 weeks, earning one unit for each course or a combination of courses. After completing the first term of 18 weeks, students begin a second term and take four additional courses. Under this schedule, students can earn up to eight units each year. Students earn a final grade and credit for each course taken at the end of each nine-week session. Currently, Tri-Cities High School is the only high school utilizing a block schedule. A Modified Block Schedule may be any combination of traditional course periods and Block Schedule class periods.

The credits earned on alternative schedules may exceed the 23 units indicated in this handbook. Transitioning between block and traditional schedule schools may affect the credits a student can earn in that year, so careful investigation should be made before making such a move.

Placement Procedure

Recommendations concerning instructional placement and progress of students are the responsibility of the local teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal. Promotion and retention at the high school level follow the guidelines listed below:

- Students in high school progress toward graduation on a course-by-course basis. Students take courses based upon academic performance, academic needs, graduation requirements and previous credits earned.

- A student entering high school in Fulton County is assigned a graduation year. The graduation requirements in effect at the time of entrance apply for the student's entire high school career.
- Students stay with their entering class for all school activities, including those related to courses, for their freshman year only. The number of credits earned by the student determines assignments beyond the freshman year.
- A student remains a freshman until such time that he/she earns **five credits to be a sophomore**, **11 credits to be a junior, and 17 credits to be a senior**.
- Students who do not complete high school within the traditional four years attend a conference including the student, parent(s)/guardian(s) and appropriate school staff, and are assigned to the open campus education program if this placement is deemed to be in the best interest of the student.
- At the end of the junior year, each high school provides notification by registered U.S. mail to the parent(s)/guardian(s) of any student who may not graduate the following year. Additional written notification is required at the end of the first semester of the student's senior year. Copies of the notification are kept in the counselor's office and sent to the student and parent(s)/guardian(s).

Personalized Learning

Fulton County Schools is committed to meeting the individual needs, skills, and interests of all students through personalized learning experiences that

- Provides **flexible pacing** and **varied strategies** that consider the **interests** of the students.
- Offers increased opportunities for student **choice** and active participation in the learning process.
- Ensures that **content and assessments are integrated** in a manner that facilitates mastery of FCS curriculum standards and career and college readiness standards.
- **Diversify instructional delivery methods** through technology and flexibility.

Grading

Teachers conduct ongoing evaluations of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must accurately measure the level of attainment of standards and the learning objectives in the curriculum.

Fulton County Schools operate on a semester system with two semesters making up the regular academic year. Teachers frequently report student progress using a variety of informal methods such as class progress reports and phone calls. Student progress is reported formally using Interim Reports and Report Cards. Interim reports provide a "snap-shot" in time at six and twelve weeks. Report cards are issued after the completion of 18 weeks, and report final grades and credits earned.

Conferences are scheduled as needed to discuss progress with parents. Teachers also regularly communicate with parents, using such means as telephone calls, written notes, emails, and/or examples of student work.

The school must contact parents/guardians if a student is performing at U or F level or is experiencing a significant decline in achievement. This contact must be made early enough for a student to have a reasonable amount of time to improve the grade before the next grading period.

No grade (NG) is required on a report card if the student has been enrolled fewer than 20 schools days in the grading period and if there have been no grades received from the previous school for that time period.

Grading Scale

As mandated by the state, students earn numeric grades. Passing grades are 70 and above. A cumulative numeric average will be computed at the end of every semester. For scholarship and college entrance requirements the scale shown below appears at the bottom of each student's transcript. Students enrolled in Advanced Placement, Honors, International Baccalaureate and joint enrollment/postsecondary options courses receive an additional seven points to be added to a passing final grade. Parents and students should note that the HOPE state scholarship program recalculates grade point averages (GPA) using a different weighting system. For more information about GPA calculation for HOPE, please visit

Listed in the chart below are the academic symbols used for the Report Card and the Interim Progress Reports.

	Report Card	Interim Progress Report
Grades 9 -12	A (90 – and above) B (80 – 89) C (70 – 79) F (below 70) NG (no grade)	A (90 – and above) B (80 – 89) C (70 – 79) F (below 70) NG (no grade)
Grades 9 – 12	.5 credit for each semester of course passed	No credit awarded

Recovery

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

Teachers will determine when and how students with extenuating circumstances may improve their grades.

Graduation Requirements

The Georgia Board of Education establishes graduation requirements for all students in public schools. The Fulton County School System bases its requirements on the state requirements. Local school systems must meet all state requirements; however, they may go beyond those requirements.

Credit for High School Courses Taken in Middle School

Students who take high school English/Language arts, science, math, and/or two years of the same world language in middle school may receive unit credit toward their high school requirements. It takes two years of the same world language in middle school to equate to one unit of high school world language.

Eligibility for Graduation

A student shall become eligible for graduation upon meeting the following criteria:
- ✓ 23 units of appropriate credit have been completed
- ✓ State assessment requirements have been met
- ✓ Attendance requirements have been met

Graduation Requirements

Fulton County School Board Policy details the graduation requirements based on the year that the students enter ninth grade. Here is a link to board policy:

Below is an easy reference chart for your use in determining your student's graduation requirements.

	Board Policy	Policy Impact	Graduation Date
IHF (1)	**Graduation Requirements: Students Entering 9th Grade in 2008 thru 2011**	Only Students Entering 9th Grade in 2008 thru 2011	4 Year Graduation in 2012 thru 2015
IHF (2)	**Graduation Requirements: Students Entering 9th Grade in 2012**	Only Students Entering 9th Grade in 2012	4 Year Graduation in 2016
IHF (3)	**Graduation Requirements: Students Entering 9th Grade in 2013 and 2014**	Only Students Entering 9th Grade in 2013 and 2014	4 Year Graduation in 2017 and 2018
IHF (4)	**Graduation Requirements: Students Entering 9th Grade in 2015**	Only Students Entering 9th Grade in 2015	4 Year Graduation in 2019
IHF (5)	**Graduation Requirements: Students Entering9th Grade in 2016 and Beyond**	Only Students Entering 9th Grade in 2016 & Beyond	4 Year Graduation in 2020 and Beyond

Course Requirement Chart

The following units are required under the new graduation rule for students entering ninth grade in fall of 2016 and beyond:

AREAS OF STUDY	Semester 1	Semester 2	Units Required
LANGUAGE ARTS			
9th Grade Literature/Composition (1.0) Required			
American Literature/Composition OR AP Lang/American Lit (1.0) Required			
Two Additional Core Credits:			
10th Grade Literature/Composition (1.0)			
World Literature /Composition (.5 OR 1.0)			**4**
British Literature/Composition (.5)			
Multicultural Literature (.5)			
Advanced Composition			
AP Literature/Composition (1.0)			
College English (1.0)			
MATHEMATICS			
Algebra I (1.0) OR Coordinate Algebra (1.0) OR Accelerated Algebra I/Geometry A Honors (1.0) OR Accelerated Coordinate Algebra Honors (1.0) Required			
Geometry (1.0) OR Analytic Geometry (1.0) OR Accelerated Geometry B/Algebra II Honors (1.0) OR Accelerated Analytic Geometry Honors (1.0) Required			
Algebra II (1.0) OR CCGPS Advanced Algebra (1.0) OR CCGPS Accelerated Pre-Calculus Honors (1.0) Required			
One Additional Credit:			**4**
Pre-Calculus (1.0)			
Mathematics of Finance (1.0)			
Advanced Mathematical Decision Making (1.0)			
Calculus			
AP Calculus AB/BC (1.0)			
AP Statistics (1.0)			
College Math (1.0)			
SCIENCE			
Biology OR AP Biology (1.0)			
Physical Science OR Physics OR AP Physics (1.0)			
Chemistry OR AP Chemistry OR Earth Systems OR Environmental Science (1.0)			**4**
State Approved Fourth Science Option (1.0) (Click HERE to access approved list)			
SOCIAL STUDIES			

World History (1.0)			
U.S. History (1.0)			3
Economics (.5)			
American Government (.5)			
HEALTH & PHYSICAL EDUCATION			
Health (.5)			
Personal Fitness (.5)			1
JROTC (3 units to meet the Personal Fitness requirement)			
Career and Technical Education			
World Language			3
Fine Arts			
ELECTIVE UNITS			
			4
TOTAL UNITS REQUIRED (MINIMUM) TO MEET GRADUATION REQUIREMENTS			23

Secondary School Credentials

- **High School Diploma** – This document certifies that students have satisfied attendance, unit credits and state assessment requirements.
- **High School Certificate** – This document is awarded to students who do not complete all of the criteria for a diploma but who meet all requirements for attendance and unit credits.
- **Special Education Diploma –** This document is awarded to students with disabilities assigned to a special education program who have not completed all of the requirements for a high school diploma but who have nevertheless completed the Individualized Education Program (IEP).

Students with significant cognitive disabilities are those with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities that require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:
1. Completed an integrated curriculum based on the approved state standards that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction.
2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

Waiver of Requirements
The total number of required unit credits (23) cannot be waived.

Graduation Exercises
A student will be allowed to participate in graduation exercises after all requirements for a High School Diploma or a Special Education Diploma have been met.

Georgia Board of Regents' Admission Standards for Graduating Class of 2012 and Beyond
The Board of Regents, in 2007, approved new required high school curriculum (RHSC) for students who will enter University System of Georgia (USG) institutions in 2012 or later. Students will be required to present a transcript that includes four units of language arts, four units of mathematics, four units of science, three units of social studies, and two units of the same world language. In mathematics, students who select a

fourth math that is not pre-calculus or higher may have limited post-secondary options. Parents and students should evaluate specific admission requirements prior to selecting a fourth math credit.

In addition to the 17 units of the required high school curriculum (RHSC), students seeking admission to research or comprehensive universities, will be considered for admission based on the "Freshman Index (FI)"—a formula using the applicant's SAT or ACT test scores and high school grade point average—will be used to help determine a student's readiness for college work. For more information visit www.usg.edu.

HOPE Scholarship Eligibility
Current information about HOPE scholarship eligibility can be found at www.gafutures.org.

School Counseling
Professional School Counselors provide guidance throughout a student's high school career. Their work impacts student achievement though academic, social/personal, and career counseling services. Students receive the services via individual counseling, group counseling, classroom guidance, transition guidance, and consultation. Graduation Coaches' primary responsibility is to identify at-risk students and to help them succeed in school by keeping them on track academically before they consider dropping out. Data is used to both evaluate and improve guidance and counseling services.

Computer Science Courses

Course	Science Credit	Math Credit	Foreign Language Credit
Computer Science Principles 11.4710000	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway
Programming, Apps, Games, and Society 11.4720000	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway
AP Computer Science 11.0160010	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Meets the HOPE Rigor Requirement • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Meets the HOPE Rigor Requirement • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway • Meets the HOPE Rigor Requirement

AP Computer Science Principles 11.0190000 (Course begins in 2016-2017	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway • Meets the HOPE Rigor Requirement
International Baccalaureate (IB) Computer Science, Year One (11.0170000)	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway
International Baccalaureate (IB) Computer Science, Year One (11.0171000)	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway
Web Development 11.4250000	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway
Embedded Computing- 11.4270000	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway
Game Design: Animation and Simulation 11.4290000	• Approved as a 4th science for graduation • Approved as a 4th science by USG • Calculated into HOPE • Meets the HOPE Rigor Requirement • Course meets fourth science admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as a 4th math for graduation • NOT Approved as a 4th math by USG • Calculated into HOPE • Meets the HOPE Rigor Requirement • Course meets fourth mathematics admissions requirements for the Technical College System of Georgia (TCSG)	• Approved as two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses • Approved as a foreign language by USG • Calculated into HOPE • Must be 2 courses from the same pathway • Meets the HOPE Rigor Requirement

Diploma Seals
High schools in the state of Georgia have the opportunity to apply to become eligible to award the Fine Arts Diploma Seal and/or the International Skills Diploma Seal. For schools that elect to participate, interested students are submitted to state for qualifying. If you are interested in finding out more about a high school's status, please contact the counselling department.

Fine Arts Diploma Seal
The Fine Arts Diploma Seal is awarded to graduating high school students who complete a Georgia Fine Arts Pathway and engage in creative industry focus courses, extracurricular activities, and experiences that foster fine arts mastery. The diploma seal is a signal to employers and higher education institutions that a student is prepared to participate in the creative economy.

International Skills Diploma Seal
In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. The International Skills Diploma Seal is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy.

<div align="center">

Testing Programs

</div>

NATIONAL TESTING
Fulton County Schools participates in national testing programs such as the College Board SAT, the American College Testing Program (ACT), and others administered primarily to high school juniors and seniors. Most colleges use these test scores as a criterion for admission. Students who expect to attend postsecondary institutions should prepare for these admissions tests and for their postsecondary work by taking a strong academic program in high school. The high school counselor should be contacted regarding the specific dates for the following tests:

- PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test) - administered in October to all students in 9th, 10th and 11th grades. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9th, 10th, and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships.

- SAT - usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT.

- ACT - usually administered five times each year at sites designated by the testing company. College-bound students should determine if colleges to which they are applying require the ACT. If so, they are encouraged to take this test in the spring of their junior year.

- Advanced Placement Exam - administered in May for college placement. Students who take and pass AP courses are required to take the AP exam. Funding is provided.

STATE TESTING

Georgia Milestones

Beginning with the spring of 2015, Georgia implemented a new state assessment called **Georgia Milestones.** For high school students**, Georgia Milestones** are the End of Course (EOC) assessments which replaced the EOCTs. The EOC assessments will:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing 20% to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and careers);
- allow for detection of the progress made by each student over the course of the academic year;
- support and inform educator effectiveness measures;
- inform state and federal accountability at the school, district, and state levels.

Additional uses of the EOC include: (1) certifying proficiency prior to awarding credit for students enrolling from non-accredited schools, home study programs, or other non-traditional educational centers; and (2) demonstrating competency prior to taking the course and earning course credit (i.e., 'test-out').

The Georgia Milestones EOC includes constructed-response items in ELA and mathematics and technology enhanced items in all subjects, in addition to selected-response (multiple choice) items. All ELA End of Course assessments include a writing component in response to text.

Students enrolled in the following courses are required to take the corresponding EOC: 9th Grade Literature & Composition, American Literature & Composition, Algebra I, Geometry, Physical Science, Biology, US History, and Economics.

For students who have entered grade nine in the fall of 2011 and beyond, the EOC counts 20% of the final grade and is the final examination for the indicated courses. If a student fails to take the EOC, he/she will receive an "I" (Incomplete) for the course and will have until the next main EOC administration to make it up. If the EOC is not taken during this timeframe, the student will receive a "0" for 20% of their final semester course grade.

> Constructed response is a general term for assessment items that require the student to generate a response as opposed to selecting a response from given choices.
>
> Extended-response items require more elaborate answers and explanations of reasoning. They allow for multiple correct answers and/or varying methods of arriving at the correct answer. Writing prompts and performance tasks are examples of extended-response items.

Guidance regarding students who may take the EOC courses by alternative means is below:

- Students who are taking online courses through Fulton Virtual or Georgia Virtual and wish to receive credit **MUST** take the corresponding EOC;
- Students who are taking additional or credit recovery courses at another **_institution_** and wish to transfer the credit **MUST take the EOC** (these are not the dually-enrolled students);
- Students enrolling from non-accredited programs, non-accredited schools or non-traditional entities must take the EOC in tested subjects and earn a "70" in order to receive transfer credit.

High School Testing Windows		
Mar. 23 – May 1, 2020	Georgia Alternate Assessment (GAA) – ongoing portfolio collection	Grade 11
October 16, 2019	PSAT	Grades 9 - 11
December 9 – 13, 2019	Georgia Milestones End of Course	Grades 9 - 12
Jan. 15 – Feb. 28, 2020	ACCESS for ELL's	Grades 9 - 12
March 16 – 20, 2020	State Required Remedial Testing	Grades 9 and 10
April 13 – 24, 2020	End of Pathway Assessment*	Grades 11 and 12
April 20 – May 8, 2020	Georgia Milestones End of Course (System Window)	Grades 9 – 12
May 4 – 15, 2020	Advanced Placement (AP) Exams	AP Students

*Questions regarding this assessment should be directed to (470) 254-1751.

Career, Technical and Agricultural Education End of Pathway Assessments (EOPA)
Career, Technical and Agricultural Education End of Pathway Assessments are available for students who complete 3 sequential courses in a CTAE pathway. These assessments are linked directly to industry validated standards and allow students to leave high school with valuable certifications that prepare them to be college and career ready. For more information on these assessments, please go to http://www.fultonschools.org/en/divisions/acd/learnteach/Pages/CareerTech.aspx

For more information on assessments in Fulton County Schools, visit the Assessment website at
http://www.fultonschools.org/en/divisions/acd/assess/Pages/default.aspx

<div align="center">

Response to Intervention (RtI)

</div>

Response to Instruction and Intervention, in Georgia, is a four-tiered instructional process, or framework, which guides teachers in matching instruction and intervention to each student's learning needs. This may include intervention for skill weaknesses, or strength-based instruction through enrichment and acceleration.

What are the Key Components of Response to Instruction and Intervention?
- High quality, research-based instruction and behavioral support for all students in general education.
- Universal (district-wide) screening of academics and behavior to determine which students need intervention and/or enrichment and acceleration.
- Multiple tiers, or layers, of increasingly intense scientific, research-based interventions and/or enrichment that are matched to student need.
- School staff works together to develop, implement, and monitor the intervention and enrichment process.
- Continuous monitoring, with objective data, of student progress during intervention in order to determine if students are meeting their achievement goals.
- Systems in place to ensure fidelity of instruction and intervention.
- Parent involvement in the instructional process.

What are the Four Tiers of Instruction in a Response to Instruction and Intervention framework?
Tier 1 – All students receive standards-based instruction matched to their readiness level in the general education classroom. Behavioral expectations are also specifically taught and reinforced in this tier.

Schools will assess all students to determine what students are at-risk for not meeting grade level standards, as well as which students will likely benefit from enrichment and/or acceleration.

Tier 2 –Some students will be identified with skill gaps in reading, math, or behavior. In Tier 2, identified students will receive targeted intervention in their specific area of weakness.
Students who are above grade level receive strength-based instruction in Tier 2. This could be through an advanced or Honors class.

Tier 3 – Students who are identified as having significant skill weaknesses and students who do not respond to targeted intervention in Tier 2, will participate in intensive intervention in Tier 3.
Students who are well above grade level receive strength-based instruction in Tier 3. This could be through accelerated or Advanced Placement classes.

Tier 4 – Some students will not respond to the intensity of intervention provided at Tier 2 and Tier 3. It is at this point that the school may recommend a comprehensive psycho-educational evaluation to determine if the child may have a disability and may require specialized instruction through Special Education.
It is also at this tier of instruction where students are considered for eligibility in the Gifted Program, or TAG, as well as for ESOL.

How Can Parents Help? (Georgia Department of Education, 2009)
Parents are a critical partner in the continual success of the teaching and learning in school. Active participation is the key. Read the standards for your child's grade or course. Ask for ways you can help at home to improve your child's school performance. Participate in parent conference and meetings related to overall progress in the standards as well as progress related to intervention participation.

Advanced Placement (AP)

Advanced Placement (AP) is a program of college-level courses taught in the high school setting by high school teachers. All AP courses have been approved by College Board and provide students with the opportunity to seek advanced coursework leading to advanced placement and/or college credit through successful completion of a College Board AP examination. All students taking and passing AP courses are expected to take the AP examination unless they follow the opt out process. The purposes for taking an AP course are to learn a subject in greater depth, to develop analytical reasoning skills, and to develop disciplined study habits appropriate for continued success at the college level. Compared with regular high school courses, AP courses are more demanding, requiring more time and work outside of the school day, including the summer prior to the start of a course. Research shows, students that complete AP classes are better prepared for the demands of college.

Schools determine which Advanced Placement courses will be offered based on the needs of their students. Advanced Placement courses and examinations are available in the following areas:

Art	Science	World Language
• Art History • Studio: Drawing Portfolio • Studio: 2D Design • Studio: 3D Design	• Biology • Chemistry • Environmental Science • Physics 1 • Physics 2 • Physics C Electricity & Magnetism • Physics C Mechanics	• French • Latin • Spanish • Chinese

Computer Science	Social Studies	Language Arts
• Computer Science A • Computer Science AB • Computer Science Principals	• Economics (Macro/Micro) • European History • US Government and Politics • Comparative Government and Politics • Human Geography • Psychology • US History • World History	• Language and Composition • Literature and Composition
Mathematics • Calculus (AB/BC) • Statistics	Music • Music Theory	

All AP exams (except Studio Art and Music Theory) contain both multiple choice and free response questions that require essay writing, problem-solving and other skills. In Studio Art, students submit portfolios of their work instead of taking an examination. In Music Theory, a competency examination in music theory is given.

Advancement through Individual Determination (AVID)

AVID is a College Readiness System that transforms leadership, instruction, and culture to focus on the academic and social skills needed in higher education and beyond. Schools implementing AVID operate with a guiding principle: hold students to the highest standards, provide academic and social support, and they will rise to the challenge. The AVID system extends from elementary to post-secondary and is based on research-based curriculum and strategies to develop critical thinking, literacy, and math skills across all content areas.

At the secondary level, AVID builds a college-going culture by bringing best practices and methodologies to high school students. The goal is to close the achievement gap by preparing students for, and supporting them in, the toughest courses schools offers. That goal starts with the AVID elective class and grows schoolwide. The AVID elective class is comprised of students who follow an application process and are selected to participate in AVID. The AVID elective class provides explicit instruction in writing, inquiry, collaboration, organization, and reading (WICOR) strategies so that students have the skills necessary to meet the expectations of rigorous courses. AVID supports students taking honors and Advanced Placement courses by building a community, providing academic help from peers and tutors, and participating in motivational activities to help students achieve their dreams. Students not in the AVID elective are supported by AVID educators who integrate strategies and best practices into content area classes.

Fulton County high schools offering the AVID program are Banneker, Centennial, Creekside, Langston Hughes, Milton, North Springs, Riverwood, Roswell, and TriCities.

Dual Enrollment

Georgia has created a singular program known as Dual Enrollment for students in grades 9-12 who qualify to participate. Students may enroll on a part-time or full-time basis as a Dual Enrollment student and take college courses at their high school or on a postsecondary campus. Students will receive high school and college credit simultaneously when attending and passing approved college classes.

GAfutures is a web site where students can take interest inventories, discover career paths, plan high school courses, store academic grades, prepare for the SAT and ACT, research colleges, apply online for college admission, learn about and apply for financial aid, scholarships, and more.

English for Speakers of Other Languages (ESOL)

ESOL is a standards-based instructional program designed to address the unique challenges faced by students whose first language is not English. The ESOL Program integrates the WIDA Consortium English language proficiency standards with the Georgia Performance Standards (GSE). Students in ESOL develop proficiency in the English language skills of listening, speaking, writing, reading and comprehension while acquiring the academic content of the GSE. All instruction in the ESOL program is provided in English, thereby maximizing students' opportunity to master social and academic English language skills.

Georgia/Federal law mandates that students be screened for the ESOL program if their native language, home language, or first language is other than English. Students who are identified by these criteria are tested in accordance with state procedures to determine whether they qualify for ESOL services. All students who qualify for ESOL are tested annually with an English language proficiency measure in accordance with Federal laws. This measure is used to determine language progress and is one of the criteria used for exit from the ESOL program.

Goals
The WIDA English Language Proficiency Standards are:
- English language learners communicate for social and instructional purposes within the school setting.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Students in the ESOL program possess well-developed language skills in one or more languages other than English, and are working to develop proficiency in the English language. When these students attain proficiency in social and academic English appropriate to their age and grade level and no longer need the intensive language support provided by the ESOL program they exit. Exited students are monitored for four years to ensure a smooth transition to mainstream classes.

Levels of Language Proficiency

Level 1 – Entering
English learners at the Entering level will process, understand, produce or use:
- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2 - Emerging
English learners at the Emerging level will process, understand, produce or use:
- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 3 – Developing
English learners at the Developing level will process, understand, produce or use:
- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 4 – Expanding
English learners at the Expanding level will process, understand, produce or use:
- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 5 – Bridging
English learners at the Bridging level will process, understand, produce or use:
- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

ESOL Program Courses
All courses carrying ELA credit follow GSE and WIDA Standards

- Communication Skills I
- Communication II
- Oral Communication in the Content Areas
- Reading & Listening in the Content Areas
- Writing in the Content Areas

- 9th Composition/Literature (Sheltered)
- 10th Composition/Literature (Sheltered)
- American Literature (Sheltered)
- Multicultural Literature (Sheltered)
- World Literature (Sheltered)

High School Remedial Education

Purpose
Remedial education is intended for students in grades 6-12, who have identified deficiencies in reading, writing, and/or in mathematics. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.

Program Structure
The program design is developed in coordination with regular instruction and other educational programs. Development and evaluation of the program involves teachers, administrators, and parents at the school level. Remedial education includes four components: Staff, Delivery Models, Class Size, and Instructional Segments of Service.

Staff
Remedial is staffed by certified teachers with experience and expertise in teaching students with diverse needs and abilities. Remedial funds provide additional staff beyond that provided through regular funds.

Delivery Models
Each participating school selects the delivery model(s) to be used. Any combination of state approved models may be used within a school depending on the unique needs and characteristics of the students and school.

Class Size
A class for Remedial must follow class size maximums that are approved by the state.

Instructional Segments of Service
A segment for grades 6-12 is defined as 50-60 minutes of daily instruction. In order that students receive appropriate instruction, teachers match teaching strategies with a student's learning style. In addition, remedial teachers use a process of teaching the basic skills that lends itself to an integrated approach across the total curriculum content. Teacher training in best practices is provided by Language Arts/Literacy and Mathematics Departments as well as by Instructional Coaches.

Eligibility
Eligibility determination is made at the school level by identifying the students functioning below the normal expectation for the respective grade as determined by criteria established by the Georgia Department of Education and the Fulton County School System.

Assessment and Accountability
Schools maintain individual student assessment data and report achievement of the student served. This documentation is used to measure student achievement and program success.

International Baccalaureate Program (IB)

International Baccalaureate (IB) schools aim to go beyond traditional curriculum by developing inquiring, knowledgeable, and caring young people motivated to succeed. IB offers a continuum of programs from elementary through high school. The programs encourage both personal and academic achievement, challenging students in their studies and personal development.

The Middle Years Program (MYP), for students in grades 6-10, is a challenging, inclusive framework of eight subject areas where students make connections between their coursework and the real world. The MYP curriculum focuses on teaching and learning in context. MYP uses concepts, or big ideas, as springboards to inquiry into issues and ideas of personal, local, and global significance. The MYP approach to learning develops independent learning and encourages application of knowledge in unfamiliar contexts. Service and action are key values in the IB community. MYP students complete projects through school or personal explorations of inquiry, action, and reflection.

The oldest and most widely known IB program is the Diploma Program (DP). The Diploma Program focuses on the breadth and depth of knowledge though rigorous coursework and personal action. Students in the DP Program excel in traditional academic subjects and seek to broaden their high school experience. The DP curriculum is composed of the DP core and six subject groups. The DP Core includes the exploration of the nature of learning through a unique course called the Theory of Knowledge (TOK); an independent, extended essay based on self-directed research; and Creativity, Action, Service (CAS) project. The six subject groups include Studies in Language and Literature, Language acquisition, Individuals and Societies, Sciences, Mathematics, and the arts. IB assesses mastery of advanced academic skills through internal assessments and IB course exams.

Riverwood High School is an authorized IB World School offering the Middle Years (MYP) Program for grades 9 and 10 and the Diploma Program for grades 11 and 12. Westlake High School, Centennial High School, and Alpharetta High School are authorized IB Diploma School offering IB Diploma courses for selected juniors and seniors.

Magnet Programs

Fulton County offers students a choice of four magnet programs: **International Studies** at Riverwood High School, **STEAM** at Westlake High School, **Math and Sciences, Visual and Performing Arts, or Dual Magnet** at North Springs High School, **Junior Achievement Magnet Business Academy** at Banneker High School and **Visual and Performing Arts** at Tri-Cities High School. As in other high school programs, magnet program students must complete core curriculum courses and may also qualify for and take Advanced Placement and honors classes. Unlike other high school programs, magnet programs require students to take at least one unit per year in their major area of interest.

- **Math and Sciences Magnet Program**
  North Springs offers enrichment and acceleration opportunities in mathematics and science. Students interested in working with numbers, problem solving from a mathematical point of view, learning about science, conducting experiments, engaging in research or mathematical modeling may find the math and science magnet program at North Springs High School is the place to pursue their passions.
- **3DE by Junior Achievement**
  The 3DE is an innovative school model, between Junior Achievement (JA) and Fulton County Schools (FCS), designed to provide rigorous standards-based education infused with career-readiness, entrepreneurship and financial literacy skills that are the hallmarks of a JA education. Hosted at Banneker and Northview High Schools, this magnet is open to all FCS high school students.
  Goals
  - o Provide an academically rigorous foundation for relevant, 21st Century careers
  - o Design special courses that offer real world problem and inquiry-based instruction
  - o Develop partnerships with businesses and colleges that provide students with instructional and internship experiences
  - o Provide academic and extracurricular activities to support student achievement
- **International Studies Magnet Program**
  Students accepted into the international studies program at Riverwood study world issues and the role of the United States in the global arena. Computer links give the students opportunities to communicate with students in other countries. Educational outreach programs abroad give students a close-up view of the global community. Guests from other countries and in-depth discussions of international issues are features of the program.

  In addition to studying international business and social studies, international studies magnet students have an opportunity to gain proficiency in at least one world language—Chinese, Hebrew, Latin, Japanese, French or Spanish. In the junior year of the program, students specialize their course of study by selecting unique courses in social studies or by taking a second world language.
- **Visual and Performing Arts Magnet Program**
  Students who are serious about art, music, theater or dance find an outlet for their creativity in the Visual and Performing Arts Magnet Program at Tri-Cities high school. Students accepted into this program are continually presenting their latest creative work to audiences throughout the metro Atlanta area. A wide range of classes and activities abound--ballet, jazz band, sculpture, acting, tour show, play production, piano, voice, ceramics, set design, commercial design, graphic arts and printing.

- **STEAM - Science Technology Engineering Arts and Math – Program**
  STEAM is the integration of science, technology, engineering and mathematics infused with meaningful arts integration. STEAM students complete a STEM CTAE, Science, Mathematics and/or Fine Arts pathway. STEAM students are required to take advanced math and science courses that are co-requisites of the CTAE pathways. All STEAM students are enrolled in AP/IB/Dual Enrollment math, science and fine arts courses.

Additional information about the magnet programs can be obtained from the high school administration/ counselors or by calling the Fulton County Schools Advanced Studies department at (470) 254-6811.

Blended Learning/Alternative High Schools/Schools of Choice

Fulton County operates two non-traditional high schools, **Independence High School** in North County and **McClarin Success Academy** in South County. Independence and McClarin are **choice** schools that recognize that one size does not fit all when educating youth. These schools use blended learning to provide a flexible, student-centered learning environment where students can pursue their individual goals.

Teen Parent Programs

The teen parent programs at Independence and McClarin high schools provide systematic parenting skills and social services for adolescents who have become pregnant or who are already parents. These schools also provide school-based day care service for infants and toddlers, ages 0-3, to enable their parents to complete their high school education.

In addition, the teen parent programs provide participants with family planning and health education services. The goal of the programs is to help teen parents learn effective parenting skills and to cope with the stress of parenting, while enabling them to become self-sufficient young adults. Students may enroll from any high school in Fulton County.

Additional information can be obtained from a high school counselor or by contacting Independence at (470) 254-7611 or McClarin at (404) 669-8080.

Special Education-Services for Students with Disabilities

Programs for students with disabilities are provided through the Services for Exceptional Children Department. Programs are offered for students meeting eligibility criteria in the areas of autism, learning disabled, behavior disordered, speech impaired, hearing impaired, visually impaired, physically disabled and intellectually disabled. Students with Disabilities access the Georgia Standards of Excellence and the Georgia Performance Standards curriculum through use of classroom accommodations, modifications or other supports based on individual learning needs as documented in the student's Individual Education Program (IEP).

Questions regarding these and other related services can be directed to the Services for Exceptional Children Department at 470-254-0400.

Talented and Gifted (TAG)

Philosophy

Intellectually gifted students require specialized educational experiences that promote the development and expression of their potential. If gifted individuals—as children, youths and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals' uncommon potentials, an

educational program must be structured to develop more fully their exceptional and varied abilities, interests and talents.

The Fulton County gifted program is a response to the need to address the unique learning characteristics, interests, personal needs and capabilities of gifted children. The program emphasizes the gifted students' need for interaction with intellectual peers. Emphasis on the individual highlights the fact that there are differences among gifted students and a need for specialized educational experiences to meet these differences.

Basic to the philosophy of this program is the idea that no one teacher, resource, or instructional method can meet the needs of gifted students. Education for the gifted is viewed as a cooperative endeavor characterized, facilitated, and realized by the efforts of numerous individuals in the schools and community.

These goals are accomplished in Fulton County schools by providing the basic curriculum to identified gifted students in the regular classroom, adjusting the rate and depth of their learning and using a variety of appropriate teaching methods. Further differentiation beyond that in the regular classroom is accomplished through seminars, individual projects, advanced placement courses, directed studies, selected honors courses, and career internships. These are designed to intensify and extend their particular interests and aptitudes. Gifted services for middle and high school students are provided through advanced content courses.

Eligibility

The Talented and Gifted Program identifies gifted students based upon State Board of Education Rule 160-4-2-38. All students in Fulton County Schools are screened twice a year for the gifted program. If a student is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability, achievement, creativity, and motivation. According to State Board of Education Rule 160-4-2-38, students may qualify for gifted services through option A or option B.

Data Category	Option A	Option B
	Student must have a qualifying score in the mental ability **AND** achievement categories.	Student must qualify in three of the four categories.
Mental Ability	**K-2** 99th percentile **composite** score on a nationally normed mental ability test **3-12** $\geq$ 96th percentile **composite** score on a nationally normed mental ability test	**K-12** $\geq$ 96th percentile composite or appropriate component score on a nationally normed mental ability test
Achievement	**K-12** $\geq$ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	**K-12** $\geq$ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test **OR** **6-8** cumulative average $\geq$ 90 on a scale of 1- 100 in an above-level core academic course **OR** **9-12** cumulative average $\geq$ 85 on a scale of 1-100 in an honors or advanced placement course

Creativity	Data gathered	**K-12** $\geq$ 90th percentile composite score on a nationally normed test of creative thinking **OR** Superior product/performance with a score $\geq$ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, as indicated in: **K-5:** products from teacher directed lessons, or **K-12:** winner of district level academic competition
Motivation	Data gathered	Superior product/performance with a score $\geq$ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, indicated in: **K-5** products from teacher directed lessons **OR** **K-12** winner of district level academic competition **OR** **K-5** $\geq$ 90th percentile on a standardized motivational characteristics rating scale **OR** **6-8** cumulative average $\geq$ 90 on a scale of 1-100 in an above-level core academic course **OR** **9-12** cumulative average $\geq$ 85 on a scale of 1-100 in an honors or advanced placement course **OR** **8-12** cumulative average $\geq$ 85 on a scale of 1-100 over the last two years in core academic areas

One source of information may not be used to qualify a student in more than one area. Students identified for the gifted program are served at their home school by a gifted endorsed teacher.

Program Goals

In accordance with this philosophy, the following program goals have been adopted in order to identify and serve the gifted students of Fulton County:

1. To help teachers, administrators, and parents identify gifted students and understand their unique abilities, needs, and preferences.
2. To design and implement differentiated instructional experiences in the school and the community.
3. To develop in gifted students an accurate and increasing awareness of themselves, their abilities, and their value to society.

Learner Goals

We believe that by meeting the program goals and objectives, we will be able to promote and achieve the following learner goals to develop:

1. Advanced research methods and independent study skills,

2. Creative thinking and creative problem-solving skills in order to be generators of ideas and products which are original to the learners,
3. Higher order and critical thinking skills,
4. Advanced communication skills that incorporate new techniques, materials, and formats in the development of products and ideas that will be shared with real audiences.

Title I Program

Program Description and Services

Title I is a federally funded program designed to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The 2018-2019 Title I high schools are Banneker, Creekside, Hapeville Charter Career Academy, Langston Hughes, McClarin, Skyview, and Tri-Cities.

Goals
- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State
- academic standards so that students, teachers, parents, and administrators can measure progress, against common expectations for student academic achievement;
- Meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Improve and strengthen accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- Provide school-wide reform and ensure the access of children to effective, scientifically based instructional strategies and Challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children and families; and
- Afford parents substantial and meaningful opportunities to participate in the education of their children.

Core Content Areas

English/Language Arts

Philosophy
Whether reading is used to enter into the imaginative world of fiction; learn from academic texts; meet workplace demands; acquire insight and knowledge about people, places, and things; or understand a graphic on an Internet website; readers adapt their skills and strategies to meet the comprehension demands of a particular task at hand. Fulton County Schools believe that students' literacy skills and

strategies can be cultivated to do so in all content areas. Literacy-rich classrooms integrate the teaching of disciplinary literacy skills and strategies into real-world contexts and give students opportunities to read and respond critically to text; write creatively, expressively, and analytically; develop effective oral language skills; investigate and present topics of interest using research methods; and use media and technology to communicate for a variety of purposes.

Goals
Through our English/language arts program, the learner will
- communicate and interact effectively with others in the world;
- think, interpret, create, and respond critically in a variety of settings to a myriad of print and non-print text; and
- access, use, and produce multiple forms of media, information, and knowledge in all content areas

The curriculum is comprised of the Georgia Standards of Excellence (GSE) and focuses on teaching students literacy. In striving to improve student achievement and to provide a high quality education for all students in Fulton County, we are committed to the reading and writing process. In order to prepare students to be college and career ready, high school students experience wide and deep reading of literature and nonfiction of steadily increasing sophistication in the English Language Arts classroom. Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. They also write and participate in a variety of conversations in which they assert and defend claims to show what they know about a subject using appropriate examples and evidence.

GSE 9-12 Strands/Standard Framework
Strand: Reading for Literature (RL)
• Key Ideas and Details: RL1, RL2, RL3 • Craft and Structure: RL4, RL5, RL6 • Integration of Knowledge and Ideas: RL7, RL9 • Range of Reading/Text Complexity: RL10
Strand: Reading for Information (RI)
• Key Ideas and Details: RI1, RI2, RI3 • Craft and Structure: RI4, RI5, RI6 • Integration of Knowledge and Ideas: RI7, RI8, RI9 • Range of Reading/Text Complexity: RL10
Strand: Writing (W)
• Text Types and Purposes: W1, W2, W3 • Production/Distribution: W4, W5, W6 • Research/Present Knowledge: W7, W8, W9 • Range of Writing: W10
Strand: Speaking and Listening (SL)
• Comprehension and Collaboration: SL1, SL2, SL3 • Presentation of Knowledge and Ideas: SL4, SL5, SL6
Strand: Language (L)
• Conventions of Standard English: L1, L2 • Knowledge of Language: L3 • Vocabulary Acquisition and Use: L4, L5, L6

Requirements
All high school students are required to complete four units of English/Language Arts and to sit for two End-of-Course Tests: Ninth Grade Literature/Composition and American Literature/Composition.

Most courses are available on two levels. On-level courses meet the needs of most students and are approved for the college preparatory course of study. Honors classes, also approved for the college preparatory course of study, are appropriate for students who have a past record of high achievement in English and reading.

Social Studies

Philosophy

The purpose of the Fulton County School System's social studies curriculum is to prepare students to become citizens who participate in a democratic society in an increasingly interdependent world. Through social studies education students should acquire a continuing interest in their society; develop a respect for the dignity and worth of all persons; and achieve the depth of understanding, the loyalty to democratic ideas, and the skills necessary to accept responsibilities and rights of citizenship.

As a part of the social studies program, students are provided with learning opportunities that enable them to grow in their ability to think clearly and to integrate significant facts, concepts and generalizations from history and the social sciences into their own experiences. Students develop useful skills for obtaining knowledge, devising questions and engaging in problem-solving techniques through active involvement in the curriculum. Equally important, they should learn how to analyze issues from multiple perspectives and to test the validity of ideas apart from the sources of those ideas. Students are also encouraged to develop connections among ideas and events, both past and present that will promote cooperative and constructive solutions of problems and issues.

Goals

The social studies curriculum is designed to:
- Increase students' knowledge of the world and promote greater awareness of its diverse ethnic and cultural elements
- Reinforces the understanding of how a highly-differentiated U.S. society maintains cohesion through adherence to the principles found in the Constitution and Bill of Rights
- Address concerns related to their social origins
- Acquire the skills, knowledge and perspectives necessary to achieve success in this global age.

The curriculum is comprised of the Georgia Standards of Excellence for Social Studies and the Georgia Standards of Excellence for Literacy in History/Social Studies. The emphasis is on developing content and disciplinary literacy. Social Studies teachers use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective social science fields.

All students are required to earn a total of three units of social studies credit in the following courses:
- American Government (one semester)
- World History (year-long)
- U.S. History (year-long)
- Economics (one semester)

Additional courses may be selected from those listed on the following pages to fulfill a student's elective requirements for graduation.

Career Opportunities

Agency administrator
Business executive
Economist
Foreign service
International advertising specialist
Journalist
Military intelligence specialist
Personnel officer
Public affairs specialist
Teacher
Travel agent

Broadcaster
Customs clearance specialist
Export broker
Import merchant
International buyer
Lawyer
Professor
Salesperson
Touring agent
U.N. agencies support personnel

Social Studies Courses

Economics
AP Macroeconomics
AP Microeconomics
World Geography
AP Human Geography
Local History
U.S. History
AP U.S. History
AP Government Politics U.S.
AP Government Politics Comparative
AP Psychology
Psychology
African History
International Affairs
Russian History
20th Century Germany
World History
AP World History

College Psychology
Human Behavior
Human Relationships Sociology
Current Issues
Social Issues Through Media
Economics S (IB Program)
9th Grade International Studies M (Magnet)
Comparative Religion
Sociology M (Magnet)
U.S. History M (Magnet)
World Area Studies M (Magnet)
World History M (Magnet)
AP European History
American Government
Constitutional Law
Political Science
Political Theory
Anthropology

World Language

Philosophy

Language and communication are at the heart of the human experience. Early exposure to language instruction offers students the opportunity to attain high levels of proficiency. Fulton County Schools provides an articulated WL program beginning in the 6th grade in order to provide a long sequence of language study. We offer Spanish and French in every middle and high School. In select schools we offer Arabic, Chinese, German, Japanese and Latin. We also offer American Sign Language via Fulton Virtual School.

Students in a college preparatory course of study are required to complete two years of the same language. Students in the career technology course of study are encouraged to study a world language of their choice, though world language study is not required. Middle school students who have completed the seventh and eighth grade world language courses may receive one credit unit for successful completion of level one (successfully passed 2 semesters of 7th grade WL and successfully passed 2 semesters of 8th grade WL) and enter the level two courses in the ninth grade. If the middle school world language sequence was not completed in the eighth grade, an entering freshman may pursue the first year of any language offered at the school beginning at level one.

Program Goals:

The goal of Fulton County Schools World Languages is to guide students in their mastery of the FCS World Languages Prioritized Standards [adopted from the American Council on the Teaching of Foreign Languages (ACTFL) national performance standards] by providing proficiency-based instruction that is personalized to student needs. Specific proficiency targets for high school fall in the Novice and Intermediate-High levels of the ACTFL Proficiency Scale.

For Modern Languages, these standards consist of "The 5 Cs":
- <u>Communication</u> – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.
- <u>Culture</u> – Students will learn about target culture products, practices and perspectives.
- <u>Connections</u> – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.
- <u>Comparisons</u> – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.
- <u>Communities</u> – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

For Latin, these standards consist of "The 4 Cs":
- <u>Communication</u> – students will read passages, comprehend spoken Latin phrases, quotations, and expressions, and provide accurate, written English translations.
- <u>Culture</u> – students will demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture.
- <u>Connections</u> – students will reinforce and further the knowledge of other disciplines through the study of Latin.
- <u>Comparisons</u> – students will acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization, as well as identify similarities and differences in ancient Roman and contemporary culture.

Textbooks
- Chinese   EMC Publishing, *Zhēn Báng!* Level 1, 2017
- **French**   Vista Higher Learning, *D'Accord* Level 1, 2015
- German   Vista Higher Learning, *Mosaik* Level 1, 2018
- Japanese   Cheng & Tsui, *Adventures in Japanese* Level 1, 2015
- Latin   Cambridge University Press, *Cambridge Latin Course* Units 1 and 2, 2015
- Spanish   Vista Higher Learning, *Descubre* Level 1, 2017

Assessment

Assessment is an important part of the educational process that communicates the value which our society places on learning. Assessment results keep both parents and students informed about their progress in the course. Students are evaluated in a variety of ways including unit tests and quizzes (both teacher-made and commercially-produced), oral and written performance on designated material as well as impromptu situations, responding to questions and other language expressions, class participation, projects, and completion of class and homework assignments. Performance based assessments are also used throughout the school year to assess student proficiency in speaking and writing. District-wide Final Common Assessments are given at the end of the school year to seventh and eighth grade students to assess overall student performance.

Career Opportunities

Many more career opportunities are available for those who have world language skills. In addition to international and multinational American companies that have offices worldwide, foreign companies and investors are likewise located throughout the United States, with a considerable presence in Georgia. Some careers, of course, require extensive world language training and, therefore, a long sequence of study will be most beneficial to the high school student considering a career in which a second language will be used extensively. In other instances, some facility with another language may prove useful in gaining a desired position or for advancement.

Language as a Primary Skill — Required for a Job

Bilingual educator, World Language teacher, Researcher for multi-national companies, multi-lingual port receptionist, Translator and Interpreter, International Marketing, Foreign Service Personnel.

Language as Auxiliary Skill-- Highly Useful or Required

Peace Corps volunteer, Missionary, Anthropologist, Teacher, Ambassador, Customs officer, Tutor, World Bank officer, Bilingual secretary, Freight forwarder, Invoice clerk, International research team, Archaeologist, Telephone operator, Engineer, Librarian, Researcher or Foreign commercial officer with the U.S. Department of Commerce, Defense Language Institute instructor, Foreign Services officer, FBI special agent, Attaché, Foreign correspondent, Special officers with the Armed Forces.

Language as Auxiliary Skill -- Useful with Other Skills

Police officer, Vista volunteer, U.N.E.S.C.O. worker, World Health Organization worker, Importer/exporter, Overseas investment analyst, Overseas branch manager and representative, International banking worker, Merchant Marine, Fashion buyer, Department of Agriculture officer, Legal aid, Assistant in international law, Laboratory technician, Doctor, Nurse, Officer with the Bureau of Narcotics and Dangerous Drugs, U.S. Department of Education employee, U.S. State Department employee, Art dealer, Journalist, Book dealer, Hotel and motel employee, Flight attendant, Pilot, Ticket agent, Exchange program coordinator, Travel agent, Tour conductor.

Language Courses and Levels

Chinese	1	2	3H	4H	5H	AP Chinese
French	1	2/2H	3/3H	4/4H	5H	AP Language AP Literature
German	1	2/2H	3/3H	4/4H	5/5H	AP German
Japanese	1	2/2H	3H	4H	5H	AP Japanese
Latin	1	2/2H	3/3H	4H		AP Latin
Spanish	1	2/2H	3/3H	4/4H	5H	AP Spanish Language AP Spanish Literature
Spanish for Spanish Speakers	1	2				

H = Honors

SCIENCE

Philosophy

In 2017-2018, the state of Georgia began implementing the Georgia Standards of Excellence in Science in Biology, Physical Science, Chemistry, Physics, Earth Science, and Environmental Science. These standards will focus on 3-Dimensional learning which incorporates science content, crosscutting concepts, and science & engineering practices as outlined in *A Framework for K-12 Science Education (2011)*. Notable changes in the standards include student engagement in science and engineering practices such as designing

and carrying out investigations, developing and using models, analyzing data, and constructing arguments. Each standard begins with the science practice, "obtain, evaluate and communicate" which emphasizes the importance of students gathering, reasoning, and communicating about scientific concepts and data. Scientific phenomena such as floating magnets, weather balloons, silt fences, and types of cookware to anchor units of study. Fulton County believes every aspect of science education encountered by students should enhance their understanding of science; enabling them to become environmentally, scientifically, and technologically literate citizens.

Goals

Fulton County Schools' goals for science education are consistent with those that underlie *A Framework for K-12 Science Education (2011)* and the Georgia Standards of Excellence. They are designed to provide foundational knowledge and skills for all students to develop proficiency in science.

- Engage and explore scientific concepts through science and engineering practices;
- Experience the richness and excitement of knowing about and understanding the natural world;
- Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions;
- Engage intelligently in public discourse and debate about matters of scientific and technological concern; and
- Increase their economic productivity through their knowledge, understanding, and skills as a scientifically literate person in their careers.

Graduation Requirements

All students since 2008-2009 are required to have four credits of science for graduation. Students must take a year-long course of biological science (biology or AP Biology), physical science (physical science, physics, or AP physics), and chemical science (earth systems, environmental science, chemistry or AP chemistry), and choose the fourth credit course from the science course list below. Certain CTAE courses can also be considered fourth science credit courses. Please reference your school's course catalog to determine your school's science course offerings.

High School Overview

At each grade level, content core ideas are integrated with science and engineering practices and crosscutting concepts. The science and engineering practices, content, and crosscutting concepts are used throughout K-12 science courses and build towards a progressively deeper understanding of the dimensions as students' progress through the years. Hands-on, student-centered, and inquiry-based approaches should be the emphasis of instruction.

3-Dimensions of Science	
Science & Engineering Practices	**Crosscutting Concepts**
• Asking questions and defining problems • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematics and information and computer technology • Developing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information	• Patterns • Cause and effect • Scale, proportion and quantity • Systems and system model • Energy and matter • Structure and function • Stability and change *Crosscutting concepts are used to help scientists organize scientific information.*

Science Content Core Ideas	
Biology	Students explore biological science by engaging in science and engineering practices and crosscutting concepts to better understand cellular structure and the role these structures play in living cells; develop an understanding of the role bio-macromolecules to life processes; analyze how genetic information is passed on to offspring and how these mechanisms lead to diversity of species; use cladograms and phylogenetic trees to determine relationships among major groups of organisms; and recognize the role of the theory of evolution in explaining how the diversity observed within species has led to the diversity of life across species through a process of descent with adaptive modification.
Chemistry	Students explore chemical science by engaging in science and engineering practices and crosscutting concepts to better understand more abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes; use the periodic table to help with the identification of elements with particular properties, recognize patterns that lead to explain chemical reactivity and bond formation; apply the IUPAC nomenclature in order to predict chemical names for ionic (binary and ternary), acidic, and inorganic covalent compounds, and conduct experiments to manipulate factors that affect chemical reactions.
Physical Science	Students explore physical science by engaging in science and engineering practices and crosscutting concepts to better understand abstract concepts such as the conceptualization of the structure of atoms and the role they play in determining the properties of materials, motion and forces, the conservation of energy and matter, wave behavior, electricity, and the relationship between electricity and magnetism; the idea of radioactive decay is limited to the understanding of whole half-lives and how a constant proportional rate of decay is consistent with declining measures that only gradually approach to zero.
Physics	Students explore physical science by engaging in science and engineering practices and crosscutting concepts to better understand more abstract concepts such as nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties and interactions of matter, electromagnetic and mechanical waves, and electricity, magnetism and their interactions. Students investigate physics concepts through experiences in laboratories and field work using the science and engineering practices.
Earth Systems	Students explore earth science by engaging in science and engineering practices and crosscutting concepts to better understand Earth systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. These standards engage the students in constructing 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 should focus on development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.
Environmental Science	Students explore environmental science by engaging in science and engineering practices and crosscutting concepts to better understand the many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and

	evaluate types, availability, allocation, and sustainability of energy resources. Instruction should focus on student data collection and analysis from field and laboratory experiences. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended.

Career Opportunities

Aerospace engineer	Emergency medical technician	Oceanographer
Agricultural scientist	Engineer	Optician
Animal caretaker	Forest ranger	Optometrist
Architect	Gardener	Petroleum engineer
Astronomer	Geologist	Pharmacist
Audiologist	Health therapist	Physical scientist
Biologist	Home economist	Physical therapist
Botanist	Industrial engineer	Physician
Chemical engineer	Landscape architect	Physician assistant
Chemist	Mechanical engineer	Physicist
Chiropractor	Medical assistant	Podiatrist
Civil engineer	Mechanical engineer	Psychiatric aide
Clinical lab technician	Medical assistant	Psychologist
Coroner Conservation scientist	Meteorologist	Radiologic technologist
Dental hygienist	Mining engineer	Recreational therapist
Dentist	Nuclear engineer	Respiratory therapist
Dietitian	Nuclear medicine technologist	Speech pathologist
EKG technician	Nurse	Surgical technician
Ecologist	Nurse's aide	Surveyor
Electrical Engineer	Nutritionist	Veterinarian

Science Courses

Biology	Human Anatomy/Physiology	Physical Science
Biology H	Human Anatomy/Physiology H	Physical Science H
AP Biology	Chemistry	Physics
Environmental Science	Chemistry H	AP Physics 1
AP Environmental Science	AP Chemistry	AP Physics 2
Botany	Organic Chemistry H/M	AP Physics C – Mechanics
Earth Systems	Astronomy	AP Physics C – Electricity & Magnetism

Mathematics

Philosophy

Mathematics permeates all sectors of life and occupies a well-established position in curriculum and instruction. Schools must assume responsibility for empowering students with the mathematical skills necessary for functioning in and contributing to today's complex society. Instruction should emphasize the application of mathematics to real world problems; allow the use of calculators and computers as tools in problem-solving and allow students to develop their own mathematical understanding using concrete materials.

Goals

The goals of the 9-12 mathematics program are to:
- Meet the needs of individual students;
- Build students' appreciation of mathematics and its relationship to other disciplines;
- Promote students' confidence in their own mathematical abilities;
- Assist students in becoming mathematical problem-solvers;
- Provide opportunities for students to communicate their ideas about mathematics;
- Develop students' mathematical reasoning skills;
- Enable students to utilize calculators and computers as problem-solving tools;
- Encourage participation in learning with others;
- Develop concepts and skills measured on standardized tests;
- Prepare students for success in their post-secondary pursuits;
- Enable parents to understand and support the program.

Curriculum Content for High School Mathematics

Fulton County Schools implements the Georgia Standards of Excellence (GSE) for mathematics. Fulton County follows the discrete or traditional pathway of Algebra I, Geometry, Algebra II and Pre-Calculus. The vision for this mathematics curriculum is achieving a balance among concepts, skills, and problem solving. Direct instruction lessons provide students with standards-based instruction from their teachers at the beginning of new lessons followed by opportunities for practice through classwork and homework. The curriculum stresses rigorous concept development, presents realistic and relevant applications, and keeps a strong emphasis on computational skills. The Georgia Standards for Excellence for mathematics are organized into content standards and standards for mathematical practice. The content standards for high school are organized into five strands: number and quantity, geometry, statistics and probability, algebra, and functions. The standards for mathematical practice are an essential part of learning for all students. Students will use the practice standards as a way of acquiring and using content knowledge. The eight practice standards emphasize problem solving, reasoning, representation, modeling, connections and communication. These strands are consistent throughout the K-12 Mathematics Curriculum.

Career Opportunities

Accountant	Dentist	Nurse
Actuary	Dietitian	Nurse's aide
Aerospace engineer	Economist	Nutritionist
Agricultural scientist	EEG technologist	Oceanographer
Architect	EKG technician	Operations research analyst
Astronomer	Electronics engineer	Optician
Attorney	Emergency medical technician	Optometrist
Audiologist	Engineer	Petroleum engineer
Chemical engineer	Gardener	Pharmacist
Chiropractor	Geologist	Physical scientist
Civil engineer	Industrial engineer	Physical therapist
Chemist	Landscape architect	Physician
Clinical lab technologist	Mechanical engineer	Physician assistant

Clinical lab technician	Medical assistant	Physicist
Computer scientist	Medical record technical	Podiatrist
Coroner	Metallurgical engineer	Radiologic technologist
Cosmetologist	Meteorologist	Recreational therapist
Cryptologist	Mining engineer	Research Scientist
Dental assistant	Nuclear engineer	Statistician
Dental hygienist	Nuclear medicine technologist	Surveyor

Courses (CR - Credit Recovery)

Algebra I
Algebra I (CR)
Accelerated Algebra I/Geometry A Honors
Geometry
Geometry (CR)
Accelerated Geometry B/Algebra II Honors
Algebra II
Algebra II (CR)
Pre-Calculus
Accelerated Pre-Calculus Honors
Pre-Calculus (CR)
Calculus
AP Calculus AB
AP Calculus BC
AP Statistics
Advanced Mathematical Decision Making
College Readiness Mathematics
Mathematics of Finance
Mathematics of Industry and Government
Multivariable Calculus II/III Distance Learning with Georgia Tech
(for information please contact Georgia Tech Admission office by phone at 404-894-4154 or go to the web site http://admiss.gatech.edu/dualenrollment/distance-math)

Fine Arts: Art, Music, and Theater

Art Education

Philosophy
It is our mission to create the next generation of fine artsists, fine arts appreciators, fine art critics and fine art patrons. Art Education in Fulton County Schools integrates the study of art history, art criticism, aesthetics, and art production. As a subject in our schools, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The well-educated person is conversant with a breadth of ideas about:

- Art education is embedded within contexts and culture across and time. We not only incorporate issues and concerns of cultural diversity, we celebrate, and support them with hundreds of multicultural resources.
- Interdisciplinary connections: Art specialists are encouraged to seek opportunities to work with classroom teachers to integrate a variety of currculum content into art and art content into curriculum.
- Technology: The world today depends upon being able to, with a discriminating eye, "read", interpret, consume, and (often) produce technologically rendered visusal imagery. Digital and cloud based technologies are making it easier for students to make art that they can publish and share. The creative use of technology has become increasingly critical to success in the world beyond the classroom. Fulton County Schools Personalized Learning inititieve has been esential in successful integration of technology. The Fine Art Departmnet along with Instructional Teachnology Departmnt are working to upgrade all high school art programs with industry standard computers and equipment.

Curriculum

The current High School <u>Art Education Curriculum</u> for all Visual Art and Media Arts Pathways follows the Georgia Standards of Excellence that were adopted by the Georgia Department of Education in the spring of 2017. Fulton County Art Curriculum has been revised to align to the newly adopted standards being implemented in the fall of 2018. The curriculum is framed around creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. All High School Visual Art Courses follow a sequence with Visual Art Comprehensive I being the pre-requisite for all other pathways in Visual Art.

Goals for visual art learning draw content from four areas of instruction, as follow:
- *Creating* - Experiencing the role of the artist, students apply media, techniques, and processes working toward development of sufficient skill, confidence, and sensitivity to carry out their intentions in their artwork. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, students learn to communicate ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. Students should be engaged in well-rounded studio art experiences.
- *Presenting* - Students demonstrate the ability to reflect upon and interpret the construction of meaning in their own work and the work of others. Interacting with peers, they express and validate personal viewpoint and offer constructive criticism. Students learn to describe and assess the materials, techniques, and processes used to complete a finished artwork. Students are engaged in viewing their own work and works of others in formal and informal gallery settings. Those experiences could include but are not limited to classroom "gallery walks", school wide art exhibits and museum and gallery field trips.
- *Responding* - Students develop creativity, critical-thinking, perceptual awareness, and problem-solving skills through this critical and creative exposure to artworks. Students engage in aesthetic dialogue, considering essential questions of art, making effort toward constructing meaning as they encounter and produce works of art. Evidence may be documented through journal-keeping, brainstorming lists, project development, and in the course of conversations.
- *Connecting*- Students recognize the impact of art on history and different cultures and how history and culture have influenced art. Students plan for and participate in a variety of activities that promote personal engagement and deep knowledge in the study of art history and culture. Students make connections from the world of art to other areas of learning and personal endeavor. Students derive inspiration for art from a variety of content areas. They inform their study and production of art by integrating information and skills from other disciplines and areas of knowledge.

Assessment of Art Education

Assessment of art education is integral and essential to teaching and learning about the arts. Tests, written art criticism, and application and demonstration of skills are common means for evaluation. It is important to note that the grading is not for children's artwork, but for their art learning. Evaluating growth in artistic expression, art knowledge gained, skills mastered, and attitudes enriched, as well as conduct and social behavior in the art class, provide a profile of the child's total progress in art and helps guide further growth. A variety of measures are used to assess progress at the middle school level, which may include tests, quizzes, notebooks, sketchbooks, portfolios, as well as the art specialist's own observations.

Career Opportunities

It is important to note that the grading is not for children's artwork, but for their art learning. Evaluating growth in artistic expression, art knowledge gained, skills mastered, and attitudes enriched, as well as conduct and social behavior in the art class, provide a profile of the child's total progress in art and helps guide further growth. A variety of measures are used to assess progress at the middle school level, which may include tests, quizzes, notebooks, sketchbooks, portfolios, as well as the art specialist's own observations.

- Environmental Planning & Development: architecture, landscaping, city planning, interior design, display design...
- Commercial Art & Design: graphic design, computer graphics, fashion design, industrial design: package, product, toy, furniture, automobile, communications, photographic...
- Entertainment & the Media: film, television, the theater, stage design, editorial design, illustration photography...
- Fine Artist: painter, sculptor, printmaker, photographer, computer artist...
- Craftsman: ceramics, jewelry, fabric, weaving, textiles...
- Art & Education: art teacher/instructor/supervisor, art historian, art/architectural critic, art journalist...
- Museums and Galleries: museum director/curator, conservator, restorer, gallery owner/director/dealer/agent...
- Specialists: art therapist, police artist, court artist, medical illustrator...

ART COURSES

*Visual Art/Comp 1 is a prerequisite for all other art courses.

Visual Art High School Courses 2019-2020 School Year		
Visual Art/Comp I*	Photographic Design I	Sculpture I
Visual Art/Comp II	Photographic Design II	Sculpture II
Visual Art/Comp III	Photographic Design III	Sculpture III
Visual Art/Comp IV	Photographic Design IV	Sculpture IV
Drawing I	Graphics & Design I	Ceramics I
Drawing II	Graphics & Design II	Ceramics II
Drawing III	Graphics & Design III	Ceramics II
Drawing IV	Graphics & Design IV	Ceramics IV
Painting I	Video and Film Making I	Jewelry & Metalcrafts I
Painting II	Video and Film Making II	Jewelry & Metalcrafts II
Painting III	Video and Film Making III	Jewelry & Metalcrafts III
Painting IV	Video and Film Making IV	Jewelry & Metalcrafts IV
Drawing & Painting I	Fashion Design I	Printmaking 1
Drawing & Painting II	Fashion Design II	Printmaking II
Drawing & Painting III	Fashion Design III	Printmaking III
Drawing & Painting IV	Fashion Design IV	Printmaking IV

Art History 1	Digital Design I	
Art History 2	Digital Design II	

Magnet Levels of Regular Art Courses	IB Standard Level Art	AP Art History
	IB Higher Level Art	AP Art: 2-D Design Portfolio
	IB Standard Level Film	AP Art: 3-D Design Portfolio
	IB Higher Level Film	AP Art: Drawing Portfolio

Georgia Department of Education Fine Art Diploma Seal
The Georgia Department of Education to awards Fine Art Diploma Seals. This distinguished honor is awarded to graduating seniors meeting specific qualifications in their Fine Arts Pathways.

The Fine Arts Diploma Seal is awarded to Fulton County graduating high school students (seniors) who:

- *Submit a transcript documenting the completion of a fine arts pathway 3 FULL Credits plus the at least one additional fine arts credit OR a credit in a CTE course that provides a creative industry skill focus.*
- *Participate in 2 or more arts related extracurricular activities and experiences that foster fine arts mastery.*
- *Submit documentation of completion of 20 hours of arts related community service*
- *Complete a capstone presentation of their experiences.*

Music Education

Philosophy
The study of music is important to one's aesthetic, emotional, academic, physical and social growth, and is a significant part of the cultural heritage of all peoples. Through music, individuals have the opportunity to develop keener insights into the dignity and worth of people, to enjoy a more humanized educational environment, and to grow intellectually and artistically.

Each student is unique and should learn to make independent judgments and informed choices with regard to personal needs. A developmental, sequential and productive music education program encourages self-directed learning and creativity. Past musical experiences enable students to build a value system, which is applied to new musical experiences.

If education is to be defined as the development of the total individual or the total personality, we believe music is an essential component of the education process, for music is a basic dimension of life.

Goals
Support students in building a lifelong relationship with music as consumers, producers and performers
- Stimulate and expand aural, physical and visual senses
- Provide opportunities for all students to have some knowledge of music as well as providing certain students the opportunity for specialized and advanced study
- Help students perceive the value in the study of music
- Broaden pre-existing foundations of music experiences
- Aid students in discovering the common areas which exist in music with other arts and academics
- Provide students with a means for understanding and appreciating our cultural heritage, and to broaden the understanding of music in other cultures
- Provide opportunities through music for students to find satisfaction in their accomplishments both individually and collectively
- Foster within the student a respect for the opinion of others

High school course offerings include performance and non-performance classes designed to challenge students of all experiences and backgrounds. Performance courses may involve outside of school time rehearsal requirements that must be met to receive grade credit. Numerous additional performance opportunities for students are offered through high school music programs including: Atlanta Youth Symphony Orchestra, All-State Band or Orchestra, Atlanta Youth Wind Symphony, Metropolitan Atlanta Youth Wind Ensemble, Georgia Music Educators Association events, etc.

Career Opportunities

Professional Musician: conductor, composer, arranger, performer, military musician, copyist, studio musician, freelance artist, and symphony musician

Educator: school music teacher, private music teacher, college professor, music therapist, and music supervisor/administrator

Business and Industry: manager, booking agent, retailer, salesperson, manufacturer, repair person, lawyer, publisher, piano tuner, union contractor, graphics designer, public relations, director

Films and Media: producer, engineer, director, actor, critic, editor, radio-television announcer, and film score composer

Religion: organist, cantor, minister of music, youth director and choir director

Music Courses

Beginning Chorus I, II, III, IV

Intermediate Chorus I, II, III, IV

Advanced Chorus I, II, III, IV

Beginning Women's Chorus I, II, III, IV

Advanced Women's Chorus I, II, III, IV

Beginning Men's Chorus I, II, III, IV

Advanced Men's Chorus I, II, III, IV

Chamber Music I, II, III, IV

Guitar Techniques I, II, III, IV

Piano I, II, III, IV

International Baccalaureate

Musical Theatre I, II, III, IV

Dramatic Arts/Musical Theater I, II, III, IV

Beginning Band I, II, III, IV

Intermediate Band I, II, III, IV

Advanced Band I, II, III, IV

Advanced Jazz I, II, III, IV

Beginning Orchestra I, II, III, IV

Intermediate Orchestra I, II, III, IV

Advanced Orchestra I, II, III, IV

Percussion Laboratory I, II, III, IV

Non-Performing Courses

Music Theory I, II

Music Appreciation I, II, III, IV

AP Music Theory

Music Technology I, II, III, IV

Magnet Courses

Mastery Band I, II, III, IV M

Keyboard Mastery Class I, II, III, IV M

Mastery Mixed Chorus I, II, III, IV M

Mastery Orchestra I, II, III, IV M

Magnet levels of regular music courses

Theater Education

Philosophy

As one of the oldest forms of education theatre provides people with opportunities for empathetic and self-reflection through observation and analysis which culminate in live performances that foster creativity, self- expression, confidence and active communication. The process of creating a theatrical performance requires artists to engage in the highest levels of thinking.

Goals

The goal of theatrical education in Fulton County is two-fold

I.   We provide the tools and opportunities to engage in increasingly higher levels of student understanding and mastery in the categories of:

Theatrical Analysis

- Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media
- Critiquing various aspects of theatre and other media using appropriate supporting evidence

Theatrical Performance and Execution:

- Developing scripts through improvisation and other theatrical methods
- Designing and executing artistic and technical elements of theatre
- Directing by conceptualizing, organizing, and conducting rehearsals for performance
- Acting by developing, communicating, and sustaining roles within a variety of situations and environments

II.   The other function of theatrical education in the larger context of educating the whole student is to combat compartmentalization of knowledge in other disciplines by making cross curricular and real world connections through:

- Researching cultural and historical information to support artistic choices
- Integrating various art forms, other content areas, and life experiences to create theatre
- Examining the roles of theatre as a reflection of past and present civilizations
- Exploring the business of theatre
- Engaging actively and appropriately as an audience member in theatre and other media experiences

Career Opportunities

The creative industries are a **29 billion dollar sector** in Georgia's economy employing more than 200,000 artists, actors, dancers, musicians and arts administrators. The goal of students following a fine arts pathway is to create students who are prepared for college and careers in these fine arts related industries.

- Industry: Theatrical Actor, Film Actor, Voice Over, Narrator, Clown, Improv Artist, Dancer, Singer, Director, Dramaturg, Playwright, Artistic Director, Stage Manager, Publicity, House Manager, Ticketing, Education Outreach, Casting Director, Location Scout, Scenic Designer, Technical Director, Scene shop supervisor, Theatre Carpenter, Scenic Painter, Props Master, Props Builder, Costume Designer, Costume Shop Supervisor, Cutter Draper, First Hand, Stitcher, Make-up Artist, Wig Artist, Lighting Designer, Light Technician, Master Electrician, Light Board Operator, Rigger, Sound Designer
- Education: Theatre Teacher, College Professor, Private Coach, Theatrical Therapy and Social Work, Activist
- Related: Lawyer, Public Relations, Public Speaker, Counseling, Teacher

Theater Courses

Fundamentals of Theatre I	Advanced Drama I	Technical Theater I
Fundamentals of Theatre II	Advanced Drama II	Technical Theater II
Fundamentals of Theatre III	Advanced Drama III	Technical Theater III
Fundamentals of Theatre IV	Advanced Drama IV	Technical Theater IV
Acting I	Musical Theater I	Theater Literature I
Acting II	Musical Theater II	Theater Literature II
Acting III	Musical Theater III	
Acting IV	Musical Theater IV	
Film and Video I	Theater Marketing	IB Theatre Year I
Film and Video II		IB Theatre Year II

Georgia Department of Education Fine Art Diploma Seal
The Georgia Department of Education awards Fine Art Diploma Seals. This distinguished honor is awarded to graduating seniors meeting specific qualifications in their Fine Arts Pathways.
The Fine Arts Diploma Seal is awarded to Fulton County graduating high school students (seniors) who:
- *Submit a transcript documenting the completion of a fine arts pathway 3 FULL Credits plus the at least one additional fine arts credit OR a credit in a CTE course that provides a creative industry skill focus.*
- *Participate in 2 or more arts related extracurricular activities and experiences that foster fine arts mastery.*
- *Submit documentation of completion of 20 hours of arts related community service*
- *Complete a capstone presentation of their experiences.*

Health & Physical Education

Philosophy
In Fulton County Schools, we believe a developmentally appropriate and comprehensive experience in health and physical education is essential for meeting the diverse needs of all students. Quality health and physical education programs foster growth and development through the cognitive, psychomotor, and affective learning domains. Physical education emphasizes skill-development, physical activity, health and skill-related fitness components, and lifetime enjoyment for being actively engaged in physical activity. By the end of high school, students will be college and career ready to demonstrate and describe key concepts associated with successful participation in physical activity for a lifetime. Students will be able to plan and implement different types of personal fitness programs; participate in lifetime activities; and model responsible behaviors while engaged in physical activity.

Health Education
Health education is an important part of the curriculum in Fulton County Schools. Health education is a graduation requirement and built on a comprehensive approach with each of the following components covered during the semester: Personal health and wellness; mental and emotional health; healthy eating; tobacco; alcohol and other drugs (including ADAP); violence prevention; human sexuality education; and safety and first aid.

Fulton County Schools will offer growth and development and human sexuality/HIV/AIDS education units to all students enrolled in a health course beginning in fifth grade. By state mandate, all public school systems in Georgia must include human sexuality as one facet of the comprehensive health education program. Our school system believes that all students should be equipped with factually accurate and

appropriate information about these topics. Students who are armed with the facts are better informed to make healthy decisions. All content and instruction is implemented with sensitivity and are abstinence-based. However, the instruction that occurs in our schools should complement what is being taught at home and your values and expectations should be made very clear to your children.

Human sexuality education will focus on dating, refusal skills, developing healthy relationships, prevention of sexually-transmitted diseases and unwanted pregnancy with a focus on abstinence.

Parents have the option of removing their child from the human sexuality unit at each grade level. Parents may review materials used in the course, talk with the teacher, and make an informed decision about their child's participation. Parents must notify the school in writing if they choose to remove their child from the unit.

Personal Fitness

Students are required to take a semester of personal fitness as part of the graduation requirement. The curriculum includes instruction on exercise safety and injury prevention, weather and climate effects on exercise, physical fitness and health-related fitness components, assessment of personal fitness levels, short and long term goal development, creation and evaluation of self-designed fitness plans, muscular strength and endurance, age-appropriate fitness levels, and nutrition and dietary practices. For safety and hygiene reasons, all students are expected to be dressed safe and appropriately for physical activity. The primary goal of instruction is to improve student fitness levels while demonstrating a positive attitude toward physical self and lifelong physical activity.

FitnessGram

As part of your child's physical education program and their comprehensive health and physical education plan, individual levels of fitness will be tested using FITNESSGRAM, the state mandated fitness assessment program. The new version of FITNESSGRAM is now a five part comprehensive fitness assessment designed to measure cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. This fitness assessment will be administered to all students in grades 1-12 that are enrolled in a physical education course regardless of age, gender, or ability. Students are encouraged to be self-aware of their health-related fitness and to take responsibility by setting personal fitness goals. When students focus on continually improving their levels of fitness, a positive and lifelong impact can be achieved. As part of this process, your child's height and weight will be confidentially measured and recorded to determine the students Body Mass Index. Parent and/or guardians will receive a copy of their child's FITNESSGRAM score report indicating their body composition, aerobic capacity, abdominal strength, upper body strength, and flexibility at the end of the school year. As the parent of a minor, Georgia law gives you the option of not having your child's height and weight measured at school. If you choose to exempt your child from this portion of the FITNESSGRAM Test, you will need to notify the school and physical education teacher in writing, but you will still receive a copy of the report with this section left blank.

Adapted Physical Education

Adaptive services are provided to students with a variety of exceptionalities when it has been determined that the general physical education setting is not the least restrictive environment for the student. Once parent consent had been obtained, the CTAPE/LaMAP learning assessment will be conducted by an adaptive physical education teacher to identify potential students. Qualifying students must have adaptive physical education included in their IEP. Based on the strengths and weaknesses shown by the

learning assessment, the adaptive physical education teacher will act as a member of the IEP team to write IEP present levels of performance for physical education along with possible goals which would be addressed during adapted physical education.

Special Olympics

Special Olympics Georgia invests in people with intellectual disabilities, helping them to develop athletic skills, while also promoting the abilities of the athletes off the field. Fulton County Schools has over 800 registered athletes who train for and compete in competitions throughout the school year. Students who participate in the Special Olympics program must meet the following criteria:

      1) 8 years of age or older

      2) completed physical form with doctor signature

      3) participate in an eight-week training program with a certified coach before all competitions

      4) has an intellectual disability

Students in Fulton County Schools participate in a variety of sports such as bowling; bocce; softball; basketball; volleyball; track and field and tennis. Fulton County Schools Special Olympics coaches encourage all students to be the best they can be by differentiating instruction so that everyone is successful.

The Georgia State Board of Education approved new K-12 Physical Education Standards of Excellence in May, 2018. The 2018-2019 school year was a phase in year for these standards as new resources are developed and trainings occur. Full implementation will occur for the 2019-2020 school year.

Health and Physical Education Courses	
General Physical Education General Physical Education I General Physical Education II General Physical Education III General Physical Education IV Theory in Physical Education	**INTRODUCTORY SPORTS** Introductory Team Sports Introductory Lifetime Sports Introductory Track and Field Introductory Outdoor Education Introductory Rhythmics and Dance Introductory Recreational Games Introductory Gymnastics, Stunts and Tumbling
INTERMEDIATE SPORTS Intermediate Team Sports Intermediate Lifetime Sports Intermediate Track and Field Intermediate Outdoor Education Intermediate Rhythmics and Dance Intermediate Recreational Games Intermediate Gymnastics, Stunts and Tumbling	**ADVANCED SPORTS** Advanced Team Sports Advanced Lifetime Sports Advanced Track and Field Advanced Outdoor Education Advanced Rhythmics and Dance Advanced Recreational Games Advanced Gymnastics, Stunts and Tumbling
PERSONAL FITNESS AND CONDITIONING Personal Fitness Physical Conditioning Aerobic Dance Weight Training Body Sculpting Intermediate Aerobic Dance Exercise & Weight Control	**ADVANCED PERSONAL FITNESS AND CONDITIONING** Advanced Aerobic Dance Advanced Personal Fitness Advanced Physical Conditioning Advanced Weight Training Advanced Body Sculpting Advanced Exercise and Weight Control
Health Education General Health First Aid and Safety Principles of Athletic Training/Sports Medicine	**Adaptive PE** Adaptive Physical Education I Adaptive Physical Education II Adaptive Physical Education III Adaptive Physical Education IV

Career, Agricultural and Technical Education

Philosophy

The mission of Fulton County Career, Agricultural and Technical Education (CTAE) is to engage students in rigorous and relevant learning so that 100% of all students enrolled in CTAE courses are college and career ready.

Goals

CTAE provides real world experience to students by focusing on employability skills, technology trends, and industry needs. These are incorporated into several aspects of the CTAE experience by:

- Engaging students in cutting-edge, grade-appropriate career exploration and preparation opportunities. This includes guest speakers, job shadowing, and internships that provide authentic experiences for the student's learning and growth.
- Teaching work-ethics that are focused on integrity, sense of responsibility, pride of work, discipline, sense of teamwork, and collaboration that will help prepare students for the work-force.
- Providing problem-based learning and classroom instruction that encourages critical thinking, innovation, and collaboration.
- Participating in Career & Technical Student Organizations (CTSOs) like DECA, FBLA, FCCLA, FFA, First Robotics, HOSA, SkillsUSA, and TSA. These inter-curricular organizations offer leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve.

Students are encouraged to pursue pathway completion, which entails taking a sequence of courses in the same industry cluster. Either during or upon completion of a pathway, students are eligible to take an assessment leading to an industry recognized credential or certification (e.g., Emergency Medical Responder, Microsoft Office Specialist, OSHA & CPR/First Aid Certification). In addition, their participation in CTSOs and work-based learning enables them to leave high school with tangible and marketable skills that documents their capabilities of a greater understanding in their chosen industry of study.

Career Opportunities and Pathway Courses

Currently, Fulton County Schools offers course studies in the following career clusters:
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio-Video Technology and Communications
- Business, Management & Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Fulton Schools College & Career Academy

The Fulton Schools College & Career Academy is a new Career and Technical Education (CTE) expansion opening fall of 2016. The Career Pathways offered include Audio, Video, Technology and Film and Digital Media and Animation, Culinary, Construction, Teaching as a Profession, and Aviation. This new program will allow students to complete a pathway in one year and achieve industry credentials as well as participate in internship and job shadowing opportunities.

For more information about Career, Technical and Agricultural Education and the specific programs that are offered at each school, please go to
http://www.fultonschools.org/en/divisions/acd/learnteach/Pages/CareerTech.aspx

Leadership Education – Army JROTC

The Junior ROTC program is a leadership and character education program of study for students enrolled in grades 9-12. Leadership education in the Junior ROTC program offers a unique opportunity for students to develop their leadership and managerial skills. Students completing the Leadership Education – Army JROTC pathway have unlimited opportunities for post-secondary education or employment in both the public and private sector. A leadership pathway is ideally suited for students interested in pursuing a career in business or public management and administration, Foreign Service, governance, national security, small business development, or human resources. One of the fastest growing areas of employment is in federal service particularly in the areas of leadership positions in the science, technology, engineering and mathematics fields. Leaders must have strong communication skills, work ethics and the ability to develop teamwork and teambuilding skills. In addition to employment in the private sector, numerous leadership opportunities exist for students electing to join the armed forces. There are more than 2,000 career opportunities. High demand fields may include medical, aviation, engineering, maintenance, technology, communications and intelligence. Students interested in pursuing a career as a military officer may enroll in Senior ROTC (college preparation programs). Scholarship opportunities are available for all branches of military service.

This program of study will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of the Army Junior ROTC standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. The curriculum focus is reflected in its mission statement, "*To motivate young people to be better citizens*".

Desired Learning Outcomes:

This program intends to teach students to:
- Maximize potential for success through learning and self-management
- Develop leadership skills
- Incorporate principles of mental and physical wellness into behaviors and decisions
- Build effective relationships with peers, co-workers, and the community
- Apply physical and political geography to building global awareness
- Correlate the rights and responsibilities of citizenship to the purposes of the U.S. government
- Relate events in U.S. history to choices and responsibilities Americans have today
- Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.

Students are encouraged to participate in the numerous community and service learning projects that are scheduled throughout the school year. The Junior ROTC curriculum is enhanced through extracurricular and co-curricular activities including an annual formal event, competitive and community Color Guard teams, Exhibition and Standard Drill Teams, Raider Challenge Teams (rope bridge building, map reading, orienteering and physical fitness) and Academic Bowl and Leadership Teams. In addition, Junior ROTC programs support Varsity Air Rifle Teams, a Georgia High School Association sanctioned sport. The integration of practical work with theory is fundamental to the program. A selected number of students may participate in an experiential summer leadership development program (JROTC Cadet Leadership Challenge). Students are expected to wear an issued uniform once a week and meet specified grooming standards.

JROTC Courses

- JROTC/Army Leadership Education 1A
- JROTC/Army Leadership Education 1B
- JROTC/Army Leadership Education 2A
- JROTC/Army Leadership Education 2B
- JROTC/Army Leadership Education 3A
- JROTC/Army Leadership Education 3B
- JROTC/Army Leadership Education 4A
- JROTC/Army Leadership Education 4B

Media Services (Media and Educational Technology / Instructional Technology)

The Fulton County Schools' Media and Educational Technology Instructors (METIs), formerly known as media specialists, promote academic excellence by empowering students and staff to be effective, discriminating users of ideas and information. METIs offer balanced and relevant collections of digital and print resources that are accessible anytime, anywhere, and on any web-enabled computer, laptop or mobile device. Additionally, media and educational technology instructors promote literacy, cultivate a life-long love of reading, facilitate professional development, and acquiring print and digital resources. METIs promote personalized and engaging learning experiences tailored to students.

Fulton County Schools provides the following digital resources for schools.

HIGH SCHOOLS

OVERDRIVE
Access to hundreds of fiction and nonfiction titles

DATABASES
GALE SCIENCE IN CONTEXT
This database contains authoritative information on hundreds of significant science topics. It is updated continually and provides access to full-text magazines, academic journals, news articles, experiments, images, videos, audio files and links to websites.

GALE STUDENT RESOURCES IN CONTEXT
This database contains cross-curricular content aligned to standards. It is authoritative and continuously updated and contains full-text magazines, academic journals, news articles, primary source documents, images, videos, audio files and links to websites.

BIOGRAPHY IN CONTEXT
This database contains authoritative information on the world's most influential and prominent figures. It provides access to periodicals and multimedia content.

US HISTORY IN CONTEXT
Aligned to state and national curriculum standards, *U.S. History In Context* provides a complete overview of our nation's past that covers the most-studied events, decades, conflicts, wars, political and cultural movements, and people. Comprehensive, contextual, media-rich information is provided on topics ranging from the arrival of Vikings in North America, to the stirrings of the revolution, through to the Civil Rights movement, 9/11, and the War on Terror.

WORLD HISTORY IN CONTEXT
Aligned to state and national curriculum standards, *World History In Context* provides an overview of world history that covers the most-studied events, periods, cultures, civilizations, religions, conflicts, wars, ideologies, cultural movements, and people.

TEEN HEALTH & WELLNESS
This online resource—provides middle and high school students with nonjudgmental, straightforward, standards-aligned, curricular and self-help support. Topics include diseases, drugs, alcohol, nutrition, mental health, suicide, bullying, green living, financial literacy, and more.

OPPOSING VIEWPOINTS IN CONTEXT
This database focuses on current social issues, from capital punishment to immigration, to violent video games. *Opposing Viewpoints in Context* is cross-curricular and supports science, social studies, current events, and language arts classes.

GALE VIRTUAL REFERENCE LIBRARY
Access all resources via MackinVIA
FCS username & passcode

ALL SCHOOLS (K – 12)
DESTINY
Online School Media Center Catalog

MACKINVIA
Access all electronic books and digital resources from this link

DISCOVERY EDUCATION
Extensive collection of digital media content

SAFARI Montage
Extensive collection of digital media content

GALE DISTRICT VIRTUAL REFERENCE LIBRARY (STUDENT)
Access this resource via MackinVIA

GALILEO – Georgia Library Learning Online – access to over 100 databases
http://www.galileo.usg.edu
See METI (Media Specialist) for passcode

Online Textbooks
FCS provides students with access to online resources made available through the textbook company from which the textbooks and curriculum materials were purchased. The resources vary from company to company. Some include access to an online copy of the textbook and others include assessments and individualized activities for students to complete.

Grades 9-12 Online Textbooks, please access via Launchpad at http://launchpad.fultonschools.org/

Students will need to enter their FCS username and passcode to access. Generally, the username is the student's ID number and the passcode is set by the student. Once in the system the student should click the desired resource.

Online Learning Options
Fulton County Schools students have access to a variety on online options during their academic careers. High school students may take part of or all their courses from Fulton and/or Georgia Virtual while still enrolled in their home school. In some situations, students can take all their courses online though FVS or GAVS for a semester or more with their counselor's and principal's approval. Families interested in a permanent full time online curriculum would need to enroll in an external option which would require a student to withdraw from Fulton County Schools. Families interested in enrolling in an online course through Fulton or Georgia Virtual should reach out to their school counselors.

Fulton Virtual School (FVS)
Fulton Virtual provides competency based instruction that is flexibly paced to meet a student's academic needs. While students need to complete the course content by the end of the term, the rate a student works through a topic is flexible. Fulton Virtual's instructional model is like a flipped classroom where our teachers leverage the content in our LMS to deliver direct instruction. FVS teachers reteach and reassess until the learner demonstrates mastery and they use formative assessments to determine what remediation &/or enrichment each student needs to progress. Fulton Virtual courses are teacher-led; instructors work with students, parents/guardians and other interested parties (e.g., counselors) to deliver course learning objectives and support the academic needs of each student.

For information about courses and links to Fulton Virtual registration visit the Fulton Virtual page on the district website: www.fultonschools.org/fultonvirtual

Georgia Virtual (GAVS)
Georgia Virtual offers more than100 courses in the core content areas, world languages, and career and technical education (CTE), electives, and Advanced Placement. GAVS courses are structured like a traditional class with a fixed schedule and regular due dates.

For more information on Georgia Virtual Schools, visit the following website:
http://www.gavirtualschool.org/

Additional Information

Families in Georgia have a legal right to information related to online learning options and the following is provided to help guide your educational decisions regarding online learning:

- Students may take Fulton and Georgia Virtual courses while still enrolled in their home school. All other external options would require a student to withdraw from Fulton County Schools.
- A student may take an online course even if the course is offered in the local school. If the online course is taken in lieu of any of the regular school day, there will be no charge to the student or parent. If an online course is chosen outside the school day, the student is responsible for the cost of the course.
- Availability of online courses taken at the school, during the school day, is subject to the availability of personnel to supervise online students and the capacity of the school to accommodate online learners on computers. Check with your school counselor for details regarding availability.
- Students may choose to take their virtual courses at home during the school day and need to work with their local schools for scheduling those courses. In a part time enrollment situation, students may take
- their virtual courses either in the morning or afternoon class periods. Then they can, with parent provided transportation, come in late to school or leave early to complete their virtual coursework.
- In grades 3-5, we currently only offer accelerated middle school courses on a part-time enrollment basis for our elementary students. FCS does not offer any full time virtual enrollment opportunities for elementary students.

Fulton County Schools currently offers part time online learning options to students in grades 3-12 and full time option for students in grades 6-12.

Below are the options for full time and part time online learning:

	Grades 3-5	Grades 6-8	Grades 9-12
Full-Time-Option	External Providers: • Connections Academy • Georgia Cyber Academy	• Fulton Virtual (Special Circumstances with school approval) External Providers: • Connections Academy • Georgia Cyber Academy	• Fulton Virtual (Special Circumstances with school approval) External Providers: • Connections Academy • Georgia Cyber Academy • Georgia Virtual School
Part-Time-Option	Fulton Virtual (For students taking accelerated Middle School Courses)	• Fulton Virtual External Provider: • Georgia Virtual School	• Fulton Virtual External Provider: • Georgia Virtual School

Credit Recovery

Credit recovery is a free program for any public high school student that allows the student to retake a course in which he/she previously was not academically successful in earning credit. The available courses are those needed for graduation and limited electives. Fulton County Schools students have

access to credit recovery course work through Georgia Virtual Credit recovery and Fulton Virtual Credit Recovery. Students should speak with their counselor if they are interested in enrolling in a credit recovery course.

For more information regarding Georgia credit recovery, please visit this website: http://www.gacreditrecovery.org/

Important Note: Neither Georgia Virtual Credit Recovery (GAVSCR) nor Fulton Virtual Credit Recovery (FVCR) meets NCAA nontraditional core-course legislation. Aspiring student athletes should not take Credit Recovery course work if they would like to be eligible for NCAA Collegiate Athletics. Please consult your local school counselor if you have additional questions.