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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
Fulton County Schools’ Strategic Plan 2017

Fulton County Schools is serious about its charge to educate every student to be a responsible, productive citizen, and Strategic Plan 2017: Building Our Future is a visible way to hold the district accountable to its mission, the vision and the core beliefs.

Strategic Plan 2017: Building Our Future is the roadmap for how Fulton County Schools aims to improve student achievement over the next five years. Three goals serve as the district’s measure for long-term student success, which is that students will graduate on time and be ready for college or the workforce.

By 2017 -
90% of Fulton will students graduate on time
85% of Fulton’s seniors will be eligible for admission to a University System of Georgia college or university
100% of Fulton’s graduates will be work-ready certified

The strategic plan will guide the system’s direction and is the result of many conversations with the school board, teachers and school leaders as well as engagement with parents and the community.

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).

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.

<table>
<thead>
<tr>
<th>Grades 9 - 12</th>
<th>Report Card</th>
<th>Interim Progress Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90 – and above)</td>
<td>A (90 – and above)</td>
<td>A (90 – and above)</td>
</tr>
<tr>
<td>B (80 – 89)</td>
<td>B (80 – 89)</td>
<td>B (80 – 89)</td>
</tr>
<tr>
<td>C (70 – 79)</td>
<td>C (70 – 79)</td>
<td>C (70 – 79)</td>
</tr>
<tr>
<td>F (below 70)</td>
<td>F (below 70)</td>
<td>F (below 70)</td>
</tr>
<tr>
<td>NG (no grade)</td>
<td>NG (no grade)</td>
<td>NG (no grade)</td>
</tr>
</tbody>
</table>

| 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

Course Requirement Chart
The following units are required under the new graduation rule for Class of 2012 and beyond:

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE ARTS</td>
<td>(Required Courses and/or Core Courses)</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>9th Grade Literature/Composition (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th Grade Literature/Composition (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature/Composition (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Literature /Composition (.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Literature/Composition (.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Literature (.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Literature/Composition (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College English (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I (1.0) OR Coordinate Algebra (1.0) OR Accelerated Algebra I Honors (1.0) OR Accelerated Coordinate Algebra Honors (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry (1.0) OR Analytic Geometry (1.0) OR Accelerated Geometry Honors (1.0) OR Accelerated Analytic Geometry Honors (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra II (1.0) OR CCGPS Advanced Algebra (1.0) OR CCGPS Accelerated Pre-Calculus Honors (1.0)</td>
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<td></td>
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<tr>
<td>Pre-Calculus (1.0)</td>
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<tr>
<td>Mathematics of Finance (1.0)</td>
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<tr>
<td>Advanced Mathematical Decision Making (1.0)</td>
<td></td>
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<tr>
<td>AP Calculus AB/BC (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Statistics (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Calculus II and III (via GA Tech)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>(The 4th science unit may be used to meet both the science and elective requirement.)</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Biology (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry (1.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Units</td>
<td></td>
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<tr>
<td>-------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1.0</td>
<td></td>
<td></td>
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<tr>
<td>Human Anatomy and Physiology</td>
<td>1.0</td>
<td></td>
<td></td>
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<tr>
<td>AP Science Courses – Selective</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified CTE Science Courses – Selective</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Fitness</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JROTC (3 units to meet the Personal Fitness requirement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVE UNITS</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED (MINIMUM) TO MEET GRADUATION REQUIREMENTS</td>
<td>23</td>
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</tr>
</tbody>
</table>

**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 is awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements or who have not completed all of the requirements for a high school diploma but who have 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 GPS 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. If a student has not passed any portion of the GHS GT after four attempts, and they meet the criteria for a state waiver or variance, they should immediately submit a request to the Area Superintendent’s Office designated for the local school. Criteria for waivers and variances can be found at http://public.doe.k12.ga.us.

Qualified students should apply following the winter testing period of their senior year to assume their request is considered in time to participate in graduation exercises. High school counselors shall monitor student progress toward graduation requirements, and advise students who meet the criteria for a variance of this option in a timely manner. Both high school counselors and case managers shall monitor student progress toward graduation requirements, and advise students who meet the criteria for a waiver of this option in a timely manner.

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 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.gacollege411.org.

Guidance and Counseling
Professional School Counselors provide guidance throughout a student’s high school career. Their work impacts student achievement through 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. The Graduation Coaches identify, recruit, and engage parents, concerned adults, organizations, and government agencies to serve in a variety of ancillary roles. Data is used to both evaluate and improve guidance and counseling Services.

Testing Programs

NATIONAL TESTING
Fulton County Schools participates in national testing programs such as the Admissions Testing Program of 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 (Scholastic Assessment Test) - 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 will implement a new state assessment called Georgia Milestones. For grades 3 through 8, these assessments will provide a valid measure of end of grade (EOG) student achievement of the rigorous state content standards and will replace the former CRCT tests. For high schools students, Georgia Milestones will include End of Course (EOC) assessments. 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; and
• inform state and federal accountability at the school, district, and state levels.

The new Georgia Milestones EOC will include constructed-response items in ELA and mathematics, in addition to selected-response (multiple choice) items. All ELA End of Course assessments will 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, Coordinate Algebra, Algebra I, Analytic Geometry, Geometry, Physical Science, Biology, US History, and Economics.

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.
For students who entered grade nine prior to July 2011, the EOC counts as 15% of the final grade and is the final examination for the indicated courses. For students who enter 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 one academic year to make it up. If the EOC is not taken during this timeframe, the student will receive an “F” and must repeat the course.

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

- Students who are dually-enrolled in an EOC course to earn both high school and college credit MUST take the corresponding EOC;
- 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 accredited institution and wish to transfer the credit DO NOT take the EOC (these are not the dually-enrolled students)*;
- Students who are taking additional or credit recovery courses at a non-accredited institution and wish to transfer the credit MUST take AND pass the EOC.

You can find a list of accredited institutions at http://public.doe.k12.ga.us/askdoe.aspx?PageReq=ASKEducation.

*These students must be advised before they attempt to take these courses and transfer them in without an EOC that they will not be eligible for a variance on the GHSGT if they need one in the future.

**Student Learning Objectives (SLO) Assessments**

Teachers providing instruction in courses not subject to annual state assessments will receive growth measures derived from Fulton County Schools developed Georgia Department of Education approved Student Learning Objectives (SLOs).

The primary purpose of SLOs is to improve student performance at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher’s instructional impact on student learning. The SLO process requires teachers to use assessments to measure student growth using two data points (a pre- assessment).

SLOs are course specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. Expected growth is the amount students are expected to grow over the course of the instructional period. Expectations must be rigorous, yet attainable.
High School Testing Windows

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Test Description</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 1, 2015 – March 18, 2016</td>
<td>Georgia Alternate Assessment (GAA) – ongoing portfolio collection</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Oct. 14, 2015</td>
<td>PSAT</td>
<td>Grades 9 - 11</td>
</tr>
<tr>
<td>Dec. 19 – 16, 2015</td>
<td>Georgia Milestones End of Course</td>
<td>Grades 9 - 12</td>
</tr>
<tr>
<td>Jan. 19 – March 2, 2015</td>
<td>ACCESS for ELL’s</td>
<td>Grades 9 - 12</td>
</tr>
<tr>
<td>March 21 – 25, 2016</td>
<td>State Required Remedial Testing</td>
<td>Grades 9 and 10</td>
</tr>
<tr>
<td>April 11 - 22, 2016</td>
<td>End of Pathway Assessment*</td>
<td>Grades 11 and 12</td>
</tr>
<tr>
<td>April 25 – May 6, 2016</td>
<td>Georgia Milestones End of Course</td>
<td>Grades 9 – 12</td>
</tr>
<tr>
<td>May 2 - 13, 2016</td>
<td>Advanced Placement (AP) Exams</td>
<td>AP Students</td>
</tr>
</tbody>
</table>

*Questions regarding this assessment should be directed to (470) 254 – 0461.

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](http://www.fultonschools.org/en/divisions/acd/assess/Pages/default.aspx)

Special Programs

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:

<table>
<thead>
<tr>
<th>Art</th>
<th>Science</th>
<th>World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art History</td>
<td>• Biology</td>
<td>• French</td>
</tr>
<tr>
<td>• Studio: Drawing Portfolio</td>
<td>• Chemistry</td>
<td>• Latin</td>
</tr>
<tr>
<td>• Studio: 2D Design</td>
<td>• Environmental Science</td>
<td>• Spanish</td>
</tr>
<tr>
<td>• Studio: 3D Design</td>
<td>• Physics 1</td>
<td>• Chinese</td>
</tr>
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<tr>
<th>Computer Science</th>
<th>Social Studies</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer Science A</td>
<td>• Economics</td>
<td>• Language and Composition</td>
</tr>
<tr>
<td>• Computer Science AB</td>
<td>(Macro/Micro)</td>
<td></td>
</tr>
</tbody>
</table>

Revised August 3, 2015
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.

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

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, North Springs, Riverwood, and TriCities.
Move on When Ready (MOWR)

With the passage of SB 132, Georgia Legislators have streamlined Accel, Hope Grant Dual Enrollment and the old Move on When Ready program into one statewide dual enrollment program now collectively called Move on When Ready. And with the passage of Senate Bill 2, a new Move on When Ready program will be offered to students. This new High School Graduation Option will provide students a high school diploma, and any applicable college credentials as long as all requirements are met. Both Senate Bills went into effect on July 1, 2015 and MOWR information and guidance is available from the state at the following link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx.

GAcollege411 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. Exit students are monitored for two 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
- Study Skills (Sheltered)
- 9th Composition/Literature (Sheltered)
- ESOL 9 Support
- 10th Composition/Literature (Sheltered)
- ESOL 10 Support
- 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
- 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. At this time, Westlake High School is working through the IB authorization process to be an IB Diploma School with the goal of offering the first IB Diploma courses for juniors in the fall of 2016. Alpharetta and Centennial High Schools will begin the authorization process to become IB Diploma Schools in the spring of 2016 with the goal of offering IB Diploma courses to juniors in the fall of 2018.

**Magnet Programs**

Fulton County offers students a choice of four magnet programs: International Studies at Riverwood High School, Mathematics and Science at Westlake High School, Arts and Sciences at North Springs 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.

- **Arts and Sciences Magnet Program**
  North Springs offers enrichment and acceleration opportunities in mathematics, science, art, dance, drama, band, orchestra and chorus. The science component provides exploration in the following areas: design of experiments, environmental science, number theory, computer programming, engineering and medical ethics. The arts component provides expanded offerings in art, dance, drama, instrumental music and choral music, to include music theory, history of the arts, composition, conducting and choreography. Qualified students may participate in either or both components of the magnet program.

- **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.

- **Mathematics and Science Magnet Program**

The Westlake High School Magnet Program is in the process of becoming an International Baccalaureate Diploma Programme. The curriculum sequence for Magnet Students has been adjusted to provide the opportunity for all magnet students (graduating classes of 2018 and later) to be eligible for enrollment in the IB Diploma Programme during their junior year.

Starting with the 2014-2015 school year, Westlake High School Magnet students were able to select from any pathway offered at the school. The students **must** complete the pathway before graduation. Pathway completion requires three full years of sequential courses in related courses.

- **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.

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) 254-4943.

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**Open Campus**

Fulton County operates two open campus high schools, **Independence** in North County and **McClarin** in South County.

The open campus program offers an alternative environment designed to meet student needs that have not been met in traditional schools. Students work either in a structured or an independent study setting to complete course requirements for high school graduation.

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**Open Campus 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 (770) 521-7611 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 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)**

The Talented and Gifted (TAG) Program identifies gifted students based upon State Board of Education Rule 160-4-2-.38. All Fulton County students are screened for the gifted program twice a year. 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. Students must qualify in three of the four areas of multiple criteria in order to be eligible for gifted services.

**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, internships and joint enrollment. These are designed to intensify and extend their particular interests and aptitudes. Educational experiences for gifted students provide the additional variety and flexibility necessary to adjust and extend the Fulton County curriculum to meet these individuals’ needs.

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.

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.

TAG Courses
- Gifted Directed Study
- Gifted Career Internship

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 2015-2016 Title I high schools are Banneker, Creekside, McClarin, and Hapeville Career Academy.

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

Humanities: English, Social Studies, and World Languages

English/Language Arts

Philosophy
In Fulton County we believe that the English/language arts classroom is a place where students begin to connect their own lives to the lives of others through great literature. We believe a balanced English/language arts program gives students opportunities to read and respond critically to literature; to write creatively, expressively, and analytically; to develop effective oral language skills; to investigate and present topics of interest using research methods; and to use media and technology to communicate for a variety of purposes.

Goals
Through our English/language arts program, the learner will
• enjoy, appreciate, and evaluate language in all its forms.
• listen, read, view, and think critically.
• write and speak effectively for a variety of formal and informal audiences and purposes.
• pre-write, draft, revise, edit, publish, and reflect as a means to more effective writing.
• choose and apply appropriate reading strategies in order to analyze and evaluate written texts.

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. To prepare students to be college and career, high school students in English Language Arts experience wide and deep reading of literature and literary nonfiction of steadily increasing sophistication in order to expand their literary and cultural knowledge. 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 and 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: Reading Foundational Skills (RF)
- Print Concepts: RF1 (K and 1 only)
- Phonological Awareness: RF2 (K and 1 only)
- Phonics and Word Recognition: RF3
- Fluency: RF4

#### 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 Social Studies Georgia Performance Standards and the Georgia Standards of Excellence for Literacy in History/Social Studies. The emphasis is on developing content 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:

- Political Science (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
Broadcast
Customs clearance specialist
Export broker
Import merchant
International buyer
Lawyer
Professor
Salesperson
Touring agent
U.N. agencies support personnel

Revised August 3, 2015
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

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 instruction is to guide students in their mastery of the American Council on the Teaching of Foreign Languages (ACTFL) national performance standards.
For Modern Languages, these standards consist of “The 5 Cs”:

1. **Communication** – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.
2. **Culture** – Students will learn about target culture products, practices and perspectives.
3. **Connections** – 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.
4. **Comparisons** – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.
5. **Communities** – 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”:

1. **Communication** – students will read passages, comprehend spoken Latin phrases, quotations, and expressions, and provide accurate, written English translations.
2. **Culture** – students will demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture.
3. **Connections** – students will reinforce and further the knowledge of other disciplines through the study of Latin.
4. **Comparisons** – 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.

**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**

**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

Language Courses and Levels

<table>
<thead>
<tr>
<th>Language</th>
<th>1</th>
<th>2</th>
<th>3H</th>
<th>4H</th>
<th>5H</th>
<th>AP Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>1</td>
<td>2</td>
<td>3H</td>
<td>4H</td>
<td>5H</td>
<td>AP Chinese</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>2/2H</td>
<td>3/3H</td>
<td>4/4H</td>
<td>5H</td>
<td>AP Language</td>
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<td></td>
<td></td>
<td>AP Literature</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>2/2H</td>
<td>3/3H</td>
<td>4/4H</td>
<td>5/5H</td>
<td>AP German</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>2/2H</td>
<td>3H</td>
<td>4H</td>
<td>5H</td>
<td>AP Japanese</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
<td>2/2H</td>
<td>3/3H</td>
<td>4H</td>
<td>5H</td>
<td>AP Latin</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>2/2H</td>
<td>3/3H</td>
<td>4/4H</td>
<td>5H</td>
<td>AP Spanish</td>
</tr>
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<td>Language</td>
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<td></td>
<td></td>
<td>AP Spanish</td>
</tr>
<tr>
<td>Spanish for Spanish Speakers</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

H = Honors

STEM: Science and Math

SCIENCE

Philosophy
The Secondary Science program embraces the philosophy and premise of the National Science Education Standards, the National Benchmarks for Science Literacy, and the Georgia Department of Education. The national standards and the Georgia Performance Standards (GPS) objectives and goals are incorporated into the science courses. 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
For students entering 9th grade for the first time in the 2008-2009 school year or later, four credits of science are required 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 (chemistry or AP chemistry), and choose the fourth credit course from the science course list below. Certain CTE courses can also be considered fourth science credit courses. Please reference your school’s course catalog to determine your school’s science course offerings.
Career Opportunities

Aerospace engineer
Agricultural scientist
Animal caretaker
Architect
Astronomer
Audiologist
Biologist
Botanist
Chemical engineer
Chemist
Chiropractor
Civil engineer
Clinical lab technician
Coroner Conservation scientist
Cosmetologist
Dental hygienist
Dentist
Dietitian
EKG technician
Ecologist
Electrical Engineer

Emergency medical technician
Engineer
Forest ranger
Gardener
Geologist
Health therapist
Home economist
Industrial engineer
Landscape architect
Mechanical engineer
Medical assistant
Medical assistant
Metallurgical engineer
Meteorologist
Mining engineer
Nuclear engineer
Nuclear medicine technologist
Nurse
Nurse’s aide
Nutritionist

Oceanographer
Optician
Optometrist
Petroleum engineer
Pharmacist
Physical scientist
Physical therapist
Physician
Physician assistant
Physicist
Podiatrist
Psychiatric aide
Psychologist
Radiologic technologist
Recreational therapist
Respiratory therapist
Speech pathologist
Surgical technician
Surveyor
Teacher
Veterinarian

Science Courses

Biology
Biology H
AP Biology
AP Environmental Studies
Introduction to Research

Advanced Topics in Biology
H/M
Botany
Environmental Studies
Genetics
Advanced Topics in Physics H/M
Advanced Topics in Chemistry H/M

Human Anatomy/Physiology H
Microbiology
Chemistry
Chemistry H
Science Technology & Society M

AP Chemistry
Biochemistry
Organic Chemistry
Biotechnology H/M
Topics and Issues in Engineering M

Physical Science
Physical Science H
Astronomy
Earth Systems

Physics
AP Physics 1
AP Physics 2
AP Physics C – Mechanics
AP Physics C – Electricity & Magnetism
Mathematics

Philosophy
The Fulton County Secondary Mathematics program is based upon the Georgia Standards of Excellence (GSE). Beginning the 2015-16 school year, all students will study 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 of Excellence will be the required Mathematics Curriculum for students graduating in the class of 2016 or later. Students will be expected to complete four years of mathematics as a requirement for graduation.

Goals
The curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

Career Opportunities

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Dentist</th>
<th>Engineer</th>
<th>Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuary</td>
<td>Dietitian</td>
<td>Geologist</td>
<td>Nurse’s aide</td>
</tr>
<tr>
<td>Aerospace engineer</td>
<td>Economist</td>
<td>Industrial engineer</td>
<td>Nutritionist</td>
</tr>
<tr>
<td>Agricultural scientist</td>
<td>EEG technologist</td>
<td>Landscape architect</td>
<td>Oceanographer</td>
</tr>
<tr>
<td>Architect</td>
<td>EKG technician</td>
<td>Mechanical engineer</td>
<td>Operations research analyst</td>
</tr>
<tr>
<td>Astronomer</td>
<td>Electronics engineer</td>
<td>Medical assistant</td>
<td>Optician</td>
</tr>
<tr>
<td>Attorney</td>
<td>Emergency medical technician</td>
<td>Medical record technical</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Audiolist</td>
<td>Engineer</td>
<td>Mechanical engineer</td>
<td>Petroleum engineer</td>
</tr>
<tr>
<td>Chemical engineer</td>
<td>Gardener</td>
<td>Medical assistant</td>
<td>Physicist</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Geologist</td>
<td>Physician</td>
<td>Physician assistant</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Industrial engineer</td>
<td>Physician</td>
<td>Podiatrist</td>
</tr>
<tr>
<td>Chemist</td>
<td>Landscape architect</td>
<td>Physical scientist</td>
<td>Radiologic technologist</td>
</tr>
<tr>
<td>Clinical lab technologist</td>
<td>Mechanical engineer</td>
<td>Physical therapist</td>
<td>Recreational therapist</td>
</tr>
<tr>
<td>Clinical lab technician</td>
<td>Medical assistant</td>
<td>Physician</td>
<td>Research Scientist</td>
</tr>
<tr>
<td>Computer scientist</td>
<td>Medical record technical</td>
<td>Podiatrist</td>
<td>Statistician</td>
</tr>
<tr>
<td>Coroner</td>
<td>Metallurgical engineer</td>
<td>Physicist</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Cosmetologist</td>
<td>Meteorologist</td>
<td>Petroleum engineer</td>
<td></td>
</tr>
</tbody>
</table>
Courses (CR - Credit Recovery)

- Algebra I
- Accelerated Algebra I Honors
- CCGPS Coordinate Algebra (CR)
- Geometry
- Accelerated Geometry Honors
- CCGPS Analytic Geometry (CR)
- Algebra II
- Algebra II Honors
- CCGPS Advanced Algebra (CR)
- Pre-Calculus
- Accelerated Pre-Calculus Honors
- AP Calculus (AB)
- AP Calculus (BC)
- AP Statistics
- Advanced Mathematical Decision Making
- 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)

Fine Arts: Art, Music, and Theater

Art Education

There is no algorithm that one can employ to solve an artistic problem; one must depend upon that most exquisite of human capacities—judgment. The exercise of judgment in the making of artistic images or in their appreciation depends upon the ability to cope with ambiguity, to experience nuance and to weigh the trade-offs among alternative courses of action. These skills not only represent the mind operating in its finest hour but are precisely the skills that characterize our most complex adult life tasks.

_Elliot W. Eisner_

_Beyond Creating: The Place for Art in America’s Schools_

1985, The J. Paul Getty Trust

Philosophy

An aim of schooling is to transmit the cultural heritage. The visual arts are a significant and enduring aspect of the cultural heritage. We believe that the study of art is a means of understanding human ideals and aspirations, and for appreciating the heroic, comic and tragic in human affairs.

We believe art education should be provided as a regular, sequential, planned program of instruction that integrates the study of art history, art criticism, art production and aesthetics.
Goals

- **Meaning and Creative Thinking (MC)** - 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.

- **Contextual Understanding (CU)** - 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.

- **Production (PR)** - 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.

- **Assessment and Reflection (AR)** - Students learn to describe and assess the materials, techniques, and processes used to complete a finished artwork. They 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.

- **Connections (C)** - 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 such as math, reading, English Language Arts, social studies, science, world languages, music, dance, theater, physical education, career awareness, and technology into his or her artwork.

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. When we can test, we should test; when a test is not the best way to determine learning and growth of students, other means of assessment are designed and employed. Self-evaluation by students, journals, critiques, creative production and portfolios offer additional ways to discern growth and learning in art.

Career Opportunities

- 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

<table>
<thead>
<tr>
<th>Visual Art/Comp 1</th>
<th>Graphic Design 1</th>
<th>Photographic Design 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art/Comp 2</td>
<td>Graphic Design 2</td>
<td>Photographic Design 2</td>
</tr>
<tr>
<td>Visual Art/Comp 3</td>
<td>Digital Design Projects 1</td>
<td>Photographic Design 3</td>
</tr>
<tr>
<td>Visual Art/Comp 4</td>
<td>Digital Design Project 2</td>
<td>Photographic Design 4</td>
</tr>
<tr>
<td>Art History 1</td>
<td>Drawing &amp; Painting 1</td>
<td>Sculpture 1</td>
</tr>
<tr>
<td>Art History 2</td>
<td>Drawing &amp; Painting 2</td>
<td>Sculpture 2</td>
</tr>
<tr>
<td>Ceramics 1</td>
<td>Jewelry &amp; Metalcrafts 1</td>
<td>Sculpture 3</td>
</tr>
<tr>
<td>Ceramics 2</td>
<td>Printmaking 1</td>
<td>Sculpture 4</td>
</tr>
<tr>
<td>Ceramics 3</td>
<td>Printmaking 2</td>
<td>Computer Art 1</td>
</tr>
<tr>
<td>Ceramics 4</td>
<td>AP History of Art</td>
<td>Computer Art 2</td>
</tr>
<tr>
<td>AP Studio Art: Drawing Portfolio</td>
<td>AP Studio Art: 2-D Design Portfolio</td>
<td>Magnet Levels of Regular Art Courses</td>
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</tbody>
</table>

Music Education

Music is Art - Art is Life

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, Georgia Music Educators Association events, Georgia High School Association sanctioned 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
- International Baccalaureate
- Musical Theatre I, II, III, IV
- Dramatic Arts/Musical Theater I, II, III, IV
- Beginning Band I, II, III, IV
- Advanced Band I, II, III, IV
- Advanced Jazz I, II, III, IV
- Beginning Orchestra I, II, III, IV
- Advanced Orchestra I, II, III, IV
- Keyboard Techniques 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

**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

**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
- 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 1
- Fundamentals of Theatre 2
- Acting 1
- Acting 2
- Acting 3
- Advanced Drama 1
- Advanced Drama 2
- Advanced Drama 3
- Musical Theater 1
- Musical Theater 2
- Musical Theater 3
- Musical Theater 4
- Technical Theater 1
- Technical Theater 2
- Technical Theater 3
- Technical Theater 4
- Theater Literature 1
- Theater Literature 2
- Theater Marketing
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.

FULTON COUNTY SCHOOLS HIGH SCHOOL HEALTH CURRICULUM

<table>
<thead>
<tr>
<th>PERSONAL HEALTH AND WELLNESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Health as combination of physical, mental/emotional, and social well-being. HE HS.1</td>
</tr>
<tr>
<td></td>
<td>• Basic components of physical fitness. HE HS.1</td>
</tr>
<tr>
<td></td>
<td>• Understanding sports activities and lifestyle activities. HE HS.1</td>
</tr>
<tr>
<td></td>
<td>• Identify the health-related and skill-related components of Fitness. HE HS.1</td>
</tr>
<tr>
<td></td>
<td>• Recognize and describe the relationship between life style choices such as poor eating</td>
</tr>
<tr>
<td></td>
<td>habits, exposure to sun, lack of sleep, and lack of exercise can lead to chronic diseases</td>
</tr>
<tr>
<td></td>
<td>such as heart disease, cancer, diabetes, and hypertension. HE HS.1</td>
</tr>
<tr>
<td></td>
<td>• Identify how common infectious illnesses are transmitted by food, air, indirect contact,</td>
</tr>
<tr>
<td></td>
<td>and person to person contact.</td>
</tr>
</tbody>
</table>

Revised August 3, 2015
| HE HS.1 | Explain why health screenings, immunizations, and checkups are necessary to maintain good health. **HE HS.1, HE HS.5**  
Identify personal strategies for hearing loss due to loud sounds and avoiding vision damage. **HE HS.1**  
Recognize that family and friends can influence healthy and unhealthy practices. **HE HS.2**  
Identify ways the media, including advertisements, influence the selection of personal health care products. **HE HS.2**  
Identify ways to access information about preventing common infectious, lifestyle choice diseases, and health care screening information. **HE HS.2**  
Explain how popular trends that result in potential health problems, such as body piercing and tattooing. **HE HS.2**  
Understand the benefits of exercise to your physical health. **HE HS.3**  
Be able to calculate target heart rate range. **HE HS.3**  
Understand that there are appropriate ways to talk to someone about personal health problems, issues, and concerns. **HE HS.4**  
List health-related factors to consider when choosing health products. **HE HS.5**  
Identify ways to improve personal health practices. **HE HS.6**  
Identify the principles of an effective workout. **HE HS.7**  
Explain the types and treatment of minor (PRICE method) and major exercise related injuries. **HE HS.7**  
Identify ways to support friends and family who are trying to maintain or improve health practices. **HE HS.8** |
|---|---|
| **MENTAL AND EMOTIONAL HEALTH** | Assessing your mental fitness. **HE HS.1**  
Describe characteristics of a mentally and emotionally healthy person. **HE HS.1**  
Identify the characteristics of someone who has self-respect. **HE HS.1**  
Explain the interrelationship of physical, mental, emotional, social, and spiritual health. **HE HS.1**  
Describe how to choose, recognize, build and maintain healthy family, peer, and dating relationships. **HE HS.1**  
Assess the effects of relationships on your total health. **HE HS.1**  
Explain the causes, symptoms, and effects of stress, anxiety, and depression. **HE HS.1**  
Identify feelings and emotions associated with loss and grief. **HE HS.1**  
Recognize personal stressors, the body’s physical and psychological responses to stress, and effective strategies for dealing with stress. **HE HS.1**  
Understand the three stages of the body’s stress response. **HE HS.1**  
Understand mental disorders. **HE HS.1**  
Analyze how ethnic and cultural diversity both enriches and challenges society. **HE HS.2**  
Analyze who socio-economic influences affect mental and emotional health. **HE HS.2**  
Identify ways of coping healthfully with your emotions. **HE HS.2**  
Identify symptoms that make it necessary to seek help for mental and emotional health problems, such as depression, anxiety. **HE HS.3**  
Identify school and community resources to help with mental and emotional health concerns. **HE HS.3**  
Recognize the hierarchy of needs. **HE HS.3**  
Recognize negative peer influence. **HE HS.3**  
Distinguish different communication skills necessary to express personal needs, wants, feelings, and personal values appropriately. **HE HS.4**  
Differentiate healthy ways to express affection, love, friendship, and concern. **HE HS.4**  
Describe how mental and emotional health can affect health-related behaviors. **HE HS.5**  
Describe how one would change their own behavior to spend more time with people who engage in positive behaviors and less time with people who engage in negative behaviors. **HE HS.6**  
Identify personal stressors and explore techniques for managing the. **HE HS.6**  
Explain how to set goals to prevent and manage difficult relationships. **HE HS.6**  
Identify appropriate ways to accept and carry out personal, family, and community responsibilities. **HE HS.7**  
Evaluate effective and respectful advocacy strategies in support of the needs and rights of others, such as diversity, object to teasing of peers based on body type or other personal characteristics. **HE HS.8** |
### HEALTHY EATING
- Explain why the recommendations of the dietary guidelines are useful for Americans and evaluate your daily eating habits. **HE HS.1**
- Understanding nutrients. **HE HS.1**
- Analyze the relationship between proper nutrition and overall health. **HE HS.1**
- Explain the connection between calorie intake, physical activity, and weight control. **HE HS.1**
- Analyze the relationship between a proper diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. **HE HS.1**
- Analyze the relationship between proper nutrition and percentage of body fat. **HE HS.1**
- Identify food sources that provide key nutrients. **HE HS.1**
- Explain the adverse effects of not drinking water before, during, and after physical activity. **HE HS.1**
- Identify how to make a vegetarian diet healthy. **HE HS.1**
- Explain the effects of eating disorders on healthy growth and development. **HE HS.1**
- Analyze how personal values, feelings, family, peers, media, and school policy influence food choices and eating behaviors. **HE HS.2**
- Differentiate between accurate and inaccurate nutritional information. **HE HS.3**
- Analyze claims of performance-enhancing drugs and nutritional supplements on performance in physical activities. **HE HS.3**
- Describe various interpersonal skills to help deal with negative peer influences on healthy eating. **HE HS.4**
- Recognize positive outcomes from choosing healthy foods and the consequences of an unhealthy diet. **HE HS.5**
- Evaluate food intake in relation to the dietary guidelines for Americans. **HE HS.6**
- Describe how to make a personal commitment and goals to achieve a healthier diet and weight management. **HE HS.6**
- Evaluate the healthier food choices, such as portion size, fast food, snacks, breakfast, water, fiber, less fat, less sugar, less salt. **HE HS.7**
- Identify ways to support and educate others to make healthy eating choices at home, school, and in the community. **HE HS.8**

### TOBACCO
- Understand the short and long term physical and psychological effects of tobacco use. **HE HS.1**
- Understand the negative effects of smoking and smokeless tobacco on the teeth, mouth, on the circulatory system, respiratory system, and lungs. **HE HS.1**
- Understand the link between smoking tobacco and sterility, pregnancy, asthma, second and third hand smoke. **HE HS.1**
- Identify the variety of tobacco products; added chemicals, the addictions and hazards to one’s health. **HE HS.1**
- Identify the social, economic, and cosmetic consequences of tobacco use. **HE HS.1**
- Understand the relationship between tobacco use and using alcohol and other drugs. **HE HS.1**
- Understand why using tobacco is an unhealthy way to manage stress. **HE HS.1**
- Identify the barriers one might face to avoid secondhand or third hand smoke. **HE HS.2**
- Identify strategies that media, advertisements, use to encourage or discourage the use of tobacco products. **HE HS.2**
- Describe how personal, family, and societal values influence decisions about tobacco use. **HE HS.2**
- Demonstrate the ability to access valid information about tobacco products, and their effects on one’s physical, mental, and social health. **HE HS.3**
- Identify sources of assistance to help prevent and/or stop tobacco use. **HE HS.3**
- Demonstrate verbal and non-verbal ways to refuse tobacco use. **HE HS.4**
- Understand that health skills (communication skills, refusal skills, goal-setting, and decision-making skills) can be used to help one set personal limits about tobacco-use, and maintain a tobacco-free environment. **HE HS.5, HE HS.6**
- Identify the proven immediate benefits to abstaining from, or the cessation of use of tobacco products. **HE HS.7**
- Explain how one would advocate for a smoke-free environment. **HE HS.8**
**ALCOHOL AND DRUGS**

Students will need to pass the Alcohol, Drug & Awareness Program (ADAP) to receive their Georgia driving permit. Certificates will be given to students at the end of the semester.

- Differentiate between proper use and abuse of over-the-counter and prescription medicines. HE HS.1
- Summarize the harmful short-term and long-term physical, psychological, and social effects of using alcohol and other drugs. HE HS.1
- Describe the harmful effects of binge drinking. HE HS.1
- Describe the effects of using alcohol and other drugs on job performance, job absenteeism, and job loss. HE HS.1
- Analyze the relationship between alcohol and other drugs, as it relates to unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. HE HS.1
- Analyze the relationship between alcohol and other drug use to the major causes of death and disease in the US. HE HS.1
- Explain the effects of alcohol and other drug use during pregnancy. HE HS.1
- Summarize why alcohol or other substance use is an unhealthy way to manage weight or stress. HE HS.1
- Analyze why individuals choose to use or not use alcohol and other drugs. HE HS.1
- Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. HE HS.1
- Evaluate the importance of not riding with a driver who has been using alcohol or other drugs. HE HS.1
- Analyze the dangers of driving while under the influence of alcohol or other drugs. HE HS.1
- Describe how personal values and family values influence decisions about alcohol and other drug use. HE HS.2
- Analyze the social norms conveyed in the media related to alcohol and other drugs. HE HS.2
- Demonstrate the ability to access, and use, school and community resources for preventing and treating alcohol and other drug use. HE HS.3
- Identify adults (parents, teacher, and healthcare provider) who can provide accurate information, counseling, and other services related to alcohol and other drug use and abuse. HE HS.3
- Describe the importance of using health skills (communication skills, refusal skills, goal-setting, and decision-making skills) when pressured to use alcohol and other drugs. HE HS.4
- Examine the situations that could lead to the use of alcohol and other drugs; and describe positive alternatives to use in those situations. HE HS.5
- Discuss how personal goals can be affected by alcohol and other drug use. HE HS.6
- Analyze the influence of alcohol and other drug use on judgement, self-control, and behavior. HE HS.7
- Discuss how personal decisions and goals can be affected by alcohol and other drug use. HE HS.7
- Identify ways to advocate for alcohol and drug free behavior in an attempt to persuade other young people not to use or abuse alcohol and other drugs. HE HS.8

**VIOLENCE PREVENTION**

- Analyze situations that could lead to different types of violence (bullying, verbal abuse, hazing, physical assault/fighting, dating violence, acquaintance rape, sexual assault, family violence). HE HS.1
- Analyze short and long term consequences of violence to perpetrators, victims, and bystanders. HE HS.1
- Summarize why the presence of weapons increases the likelihood of violent injury. HE HS.1
- Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent violence. HE HS.1
- Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. HE HS.1
- Analyze the relationship between using alcohol and other drugs and violence. HE HS.1
- Analyze why it is important to understand the perspectives of others in resolving a conflict situation. HE HS.1
- Describe ways to express anger in a healthy way. HE HS.1
- Analyze how mental and emotional health can affect health-related behaviors. HE HS.1
- Describe characteristic of the school or community that can increase or decrease the likelihood of violence. HE HS.1
- Summarize the qualities of a healthy dating relationship. HE HS.1
- Analyze the signs and symptoms of people who are in danger of hurting themselves or other and why it is important to tell an adult. HE HS.1
<table>
<thead>
<tr>
<th>HUMAN SEXUALITY EDUCATION</th>
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<tbody>
<tr>
<td>• Recognize that media messages often normalize violence, and can influence one’s behavior. HE HS.2</td>
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<tr>
<td>• Discuss how personal values and feelings influence choices. HE HS.2</td>
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<tr>
<td>• Discuss the influence of family, peers, and society on violent behavior. HE HS.2</td>
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<tr>
<td>• Demonstrate the ability to access resources that provide accurate information about sexual assault and sexual violence. HE HS.3</td>
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<tr>
<td>• Demonstrate ways to seek help if people are in danger of hurting themselves or others. HE HS.3</td>
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<tr>
<td>• Demonstrate effective strategies for resolving conflicts with others in nonviolent ways. HE HS.4</td>
</tr>
<tr>
<td>• Describe the benefits of choosing nonviolent behavior to solve interpersonal conflict. HE HS.5</td>
</tr>
<tr>
<td>• Understand how health skills (communication skills, refusal skills, goal setting, and decision making skills) can be used to prevent conflict and violent behavior. HE HS.6</td>
</tr>
<tr>
<td>• Demonstrate ways to seek help if people are in danger of hurting themselves or others. HE HS.7</td>
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<tr>
<td>• Demonstrate effective strategies for resolving conflicts with others in nonviolent ways. HE HS.7</td>
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<tr>
<td>• Identify ways to advocate for a positive and respectful school environment that prevents or stops bullying, harassment, and violence. HE HS.8</td>
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<tr>
<th>HUMAN SEXUALITY EDUCATION</th>
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<tr>
<td>• Identify healthy ways to express affection, love, friendship, and concern. HE HS.1</td>
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<tr>
<td>• Discuss why it is an individual’s right and responsibility to refuse unwanted sexual contact. HE HS.1</td>
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<tr>
<td>• Summarize impulsive behaviors and strategies for controlling them. HE HS.1</td>
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<tr>
<td>• Summarize how HIV and common STI’s are transmitted. HE HS.1</td>
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<tr>
<td>• Explain the basic side effects and treatments for STI’s. HE HS.1</td>
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<tr>
<td>• Explain the importance of setting personal limits to avoid risky sexual behavior. HE HS.1</td>
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<tr>
<td>• Identify the potential consequences of participating in sexual risk behaviors on physical, emotional, and social health. HE HS.1</td>
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<tr>
<td>• Analyze the factors that contribute to one engaging/not engaging in sexual behaviors. HE HS.1</td>
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<tr>
<td>• Discuss the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors that could lead to the transmission of HIV/STI or pregnancy. HE HS.1</td>
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<tr>
<td>• Explain the effects of alcohol and other drug use during pregnancy. HE HS.1</td>
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<tr>
<td>• Discuss how family, peers, and societal norms/beliefs can influence healthy and unhealthy sexual behaviors. HE HS.2</td>
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<tr>
<td>• Discuss peer pressure among teens to be sexually active. HE HS.2</td>
</tr>
<tr>
<td>• Demonstrate the ability to access resources that provide accurate information about sexual assault and sexual violence. HE HS.3</td>
</tr>
<tr>
<td>• Summarize when it is necessary to seek help for concerns about STI’s. HE HS.3</td>
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<tr>
<td>• Discuss how to communicate clear limits on sexual behaviors. HE HS.4</td>
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<tr>
<td>• Analyze risks and consequences of early sexual involvement. HE HS.5</td>
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<tr>
<td>• Discuss the steps individual should take if they suspect they have contracted an STI. HE HS.5</td>
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<tr>
<td>• Discuss health skills (communication skill, refusal skills, and decision making process) to set personal limits to avoid risk sexual behavior despite the influence of other factors. HE HS.6</td>
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<tr>
<td>• Discuss that individuals have the right to refuse sexual contact. HE HS.7</td>
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<tr>
<td>• Identify ways to engage others to promote care, consideration, and concern (HIV, STI). HE HS.8</td>
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<th>SAFETY/FIRST AID</th>
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<tr>
<td>• Identify ways to reduce safety hazards in the home, school, and in the community. HE HS.1</td>
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<tr>
<td>• Understand how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. HE HS.1</td>
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<tr>
<td>• Describe situations that could lead to unsafe risks that cause injury. HE HS.1</td>
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<tr>
<td>• Explain ways to reduce the risk of injuries from participating in sports and other physical activities. HE HS.1</td>
</tr>
<tr>
<td>• List actions that one would take to prevent injuries during severe weather, mass trauma, fires, accidents, terrorist attack. HE HS.1</td>
</tr>
</tbody>
</table>
• Identify behavioral and environmental factors associated with major causes of death in the United States. **HE HS.1**  
• Demonstrate the accepted procedures for emergency care and lifesaving, such as CPR, choking, and controlling bleeding. First aid for open wounds, severe burns, snakebites, fractures, sprains, strains, fainting, nosebleeds. **HE HS.1**  
• Identify media messages that could be related to injury risks. **HE HS.2**  
• Discuss the federal, state, and local laws intended to prevent injuries, such as cell phone use, texting while driving, and cyberbullying. **HE HS.2**  
• Understand how technology can reduce injuries. **HE HS.2**  
• Identify ways to access accurate sources of information about preventing unintentional injuries in the school, home, and in the community. **HE HS.3**  
• Understand how to access a trusted adult who can help someone who may have been injured or poisoned. **HE HS.3**  
• Discuss open dating and food additives for improved food safety. **HE HS.4**  
• Discuss the positive and negative consequences of decisions related to safety. **HE HS.5**  
• Understand the decision making process for responding to emergency situations. **HE HS.5**  
• Discuss how personal goals can be affected by injury. **HE HS.6**  
• Evaluate risks to your personal health. **HE HS.7**  
• Discuss the prevention, symptoms on heat cramps, heatstroke, heat exhaustion, frostbite, hypothermia. **HE HS.7**  
• Identify protective equipment, such as eye wear. **HE HS.8**  
• Discuss how to influence other’s safety behavior. **HE HS.8**  
• Describe how to make changes in the home, school, or in the community that would increase safety. **HE HS.8**

**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.

**Adaptive 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 APEAS II 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 participation 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.

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**FULTON COUNTY SCHOOLS PERSONAL FITNESS CURRICULUM**

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<th>UNIT I</th>
<th>WHY PERSONAL FITNESS</th>
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<tbody>
<tr>
<td></td>
<td>- Identify reasons why fitness is an important state and national concern. <strong>PE HS.4</strong></td>
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<td>- Define Health, Wellness, and Physical Fitness. <strong>PE HS.4</strong></td>
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<td>- Describe the factors determining your determining your level of fitness. <strong>PE HS.4</strong></td>
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<td>- Describe the relationship between fitness and lifestyle. <strong>PE HS.4</strong></td>
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<td>- Describe the benefits of participating a regular fitness program. <strong>PE HS.6</strong></td>
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<td>- Identify the ways physical activity helps lower your risk for disease. <strong>PE HS.4</strong></td>
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<td>- Describe the physical activity needed to achieve health and fitness. <strong>PE HS.4</strong></td>
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<td>- Identify ways to make physical activity a lifelong habit. <strong>PE HS.6</strong></td>
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<td>- Identify proper procedures and benefits of warming up and cooling down. <strong>PE HS.2</strong></td>
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<td>- Identify signs of heat related disorders when exercising in hot weather and precautions in cold weather. <strong>PE HS.4</strong></td>
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<td>- Describe the R.I.C.E. method. <strong>PE HS.4</strong></td>
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<td>- Identify common problems associated with exercise. <strong>PE HS.2</strong></td>
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<th>UNIT II</th>
<th>IDENTIFYING YOUR FITNESS LEVEL</th>
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<td></td>
<td>- Understand and be able to describe the health-related components of fitness. <strong>PE HS.4</strong></td>
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<td>- Understand why it is important to know your current level of physical fitness; using a variety of tests and activities. <strong>PE HS.4</strong></td>
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<td>- Define the skill-related components of fitness. <strong>PE HS.4</strong></td>
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<td>- Describe how skill-related components of fitness will help you in daily activities. <strong>PE HS.6</strong></td>
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<tr>
<td>UNIT III</td>
<td>TRAINING FOR FITNESS</td>
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<tr>
<td>• Understand the principles of training. <strong>PE HS.4</strong></td>
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<tr>
<td>• Understand how to apply the principles of training to each health-related component of fitness. <strong>PE HS.4</strong></td>
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<tr>
<th>UNIT IV</th>
<th>NUTRITION AND WEIGHT CONTROL</th>
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<tr>
<td>• Understand the relationship of good nutrition to achieving a high level of physical fitness. <strong>PE HS.4</strong></td>
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<tr>
<td>• Identify the six basic nutrients and understand the body needs them. <strong>PE HS.4</strong></td>
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<td>• Understand common dietary issues such as: cholesterol, saturated fat, trans fat, fiber, sugar. <strong>PE HS.4</strong></td>
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<tr>
<td>• Describe how you can achieve a balanced healthy diet. <strong>PE HS.4</strong></td>
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<tr>
<td>• Identify health-related problems associated with an abnormal percentage of body fat. <strong>PE HS.4</strong></td>
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<td>• Understand and identify: overweight, over fat, and obesity. <strong>PE HS.4</strong></td>
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<tr>
<td>• Explain how exercise and diet can help improve and maintain a healthy weight. <strong>PE HS.4</strong></td>
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<tr>
<td>• Understand the guidelines for achieving a health weight. <strong>PE HS.4</strong></td>
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<th>UNIT V</th>
<th>CARDIORESPIRATORY SYSTEM</th>
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<tr>
<td>• Know the importance of cardiorespiratory fitness and how it correlates to good health. <strong>PE HS.2</strong></td>
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<tr>
<td>• Identify the health-related problems associated with an inadequate level of cardiorespiratory fitness. <strong>PE HS.4</strong></td>
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<tr>
<td>• Identify the risk factors associated with cardiovascular disease. <strong>PE HS.4</strong></td>
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<tr>
<td>• Know how to determine your target heart rate zone. <strong>PE HS.3</strong></td>
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<tr>
<td>• Know a variety of aerobic activities which promote cardiorespiratory fitness. <strong>PE HS.6</strong></td>
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<tr>
<th>UNIT VI</th>
<th>MUSCULAR SYSTEM</th>
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<tbody>
<tr>
<td>• Describe the difference in muscular strength and muscular endurance. <strong>PE HS.2</strong></td>
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<tr>
<td>• Identify the health-related problems associated with inadequate muscular strength and muscular endurance. <strong>PE HS.2</strong></td>
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<tr>
<td>• Understand the effects of exercise on the muscular system. <strong>PE HS.4</strong></td>
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<tr>
<td>• Know a variety of muscular strength and endurance activities which promote muscular strength and endurance fitness. <strong>PE HS.4</strong></td>
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<tr>
<th>UNIT VII</th>
<th>FLEXIBILITY SYSTEM</th>
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<td>• Describe why flexibility is important. <strong>PE HS.4</strong></td>
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<tr>
<td>• Identify health problems which may be related to poor flexibility. <strong>PE HS.2</strong></td>
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<tr>
<td>• Know a variety of stretching exercises. <strong>PE HS.2</strong></td>
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<th>UNIT VIII</th>
<th>YOUR FITNESS PROGRAM</th>
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<tr>
<td>• Understand the importance of using goal setting to improve your fitness level. <strong>PE HS.4</strong></td>
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<tr>
<td>• Know how to set specific and realistic short term, intermediate, and long term goals. <strong>PE HS.6</strong></td>
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<tr>
<td>• Know the importance of basing your fitness program on your individual fitness level. <strong>PE HS.6</strong></td>
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<tr>
<td>• Be able to design a personal fitness program. <strong>PE HS.4, PE HS.6</strong></td>
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<td>• Know how to maintain your personal fitness program in spite of obstacles that may occur. <strong>PE HS.6</strong></td>
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<thead>
<tr>
<th>UNIT IX</th>
<th>PERSONAL FITNESS FOR LIFE</th>
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<tbody>
<tr>
<td>• Describe the importance of one’s lifestyle choices to the attainment of lifetime fitness. <strong>PE HS.5, PE HS.6</strong></td>
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<tr>
<td>• Describe how physical exercise helps to relieve stress. <strong>PE HS.6</strong></td>
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</table>
## Health and Physical Education Courses

<table>
<thead>
<tr>
<th>General Physical Education</th>
<th>INTRODUCTORY SPORTS</th>
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<tbody>
<tr>
<td>General Physical Education I</td>
<td>Introductory Team Sports</td>
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<tr>
<td>General Physical Education II</td>
<td>Introductory Lifetime Sports</td>
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<tr>
<td>General Physical Education III</td>
<td>Introductory Track and Field</td>
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<tr>
<td>General Physical Education IV</td>
<td>Introductory Outdoor Education</td>
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<tr>
<td>Principles of Athletic Training/Sports Medicine</td>
<td>Introductory Rhythms and Dance</td>
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<td></td>
<td>Introductory Recreational Games</td>
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<td>Introductory Gymnastics, Stunts and Tumbling</td>
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<tr>
<th>INTERMEDIATE SPORTS</th>
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<tr>
<td>Intermediate Team Sports</td>
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<tr>
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<tr>
<td>Advanced Team Sports</td>
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<tr>
<th>PERSONAL FITNESS AND CONDITIONING</th>
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<tbody>
<tr>
<td>Personal Fitness</td>
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<tr>
<td>Physical Conditioning</td>
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<tr>
<td>Aerobic Dance</td>
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<tr>
<td>Weight Training</td>
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<tr>
<td>Body Sculpting</td>
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<tr>
<td>Intermediate Aerobic Dance</td>
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<td>Advanced Weight Training</td>
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<td>Advanced Body Sculpting</td>
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## 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

The goal of CTAE is to provide 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 workforce.
• 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, 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

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

Online Learning

Fulton Virtual

Fulton Virtual provides online learning options for middle and high school students throughout the district, enabling greater flexibility for students in the time, place, and pace. 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. Moving forward, the offerings of Fulton Virtual Campus will provide even more varied and dynamic content, user friendly customization and personalization options, as well as opportunities for students at earlier ages to engage in learning virtually.

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 Learning

Georgia offers two eLearning programs: Georgia Virtual Schools (GAVS) and Georgia Credit Recovery. GAVS is a virtual school for middle and high school students offering more than 100 courses in the core content areas, world languages, and career and technical education (CTE), electives, and Advanced Placement.

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

Georgia credit recovery is a FREE opportunity for any public high schools 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.
For more information regarding Georgia credit recovery, please visit this website: http://www.gacreditrecovery.org/
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 lifelong 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
http://fultonschools.lib.overdrive
Access to hundreds of fiction and nonfiction titles
FCS username & passcode

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.

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 [http://www.fulton.mackinvia.com]
FCS username & passcode

ALL SCHOOLS (K – 12)

DESTINY
Online School Media Center Catalog
http://fcsdestiny.fultonschools.org/
Click on your school for an online catalog of all available resources, both print & digital.
*FCS username & passcode

MACKINVIA
Access all electronic books and digital resources from this link
http://www.fulton.mackinvia.com/
*FCS username & passcode

DISCOVERY EDUCATION
Extensive collection of digital media content
http://www.discoveryeducation.com/

SAFARI Montage
Extensive collection of digital media content
http://safari.fultonschools.org

GALE DISTRICT VIRTUAL REFERENCE LIBRARY (STUDENT)
*Access this resource via MackinVIA [http://www.fulton.mackinvia.com]

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 visit this website for the links to the online sites and student login information. http://www.fultonschools.org/en/divisions/acd/learnteach/Pages/High-School-Online-Textbooks.aspx

AP US History
Access requires special permission; please contact the Humanities Department at 470-254-4903.

Online Learning Options
In July 2012, Senate Bill 289 was passed by Georgia Legislators and signed into law by the Governor. The new law sets guidelines and expectations for how districts offer and notify students and parents about online learning options. This legislation does not require an online course to graduate, but provides an online learning option should you or your student choose.

The following information is provided to help guide your educational decisions regarding online learning:

- A student may take an online course even if the course is offered in the local district. 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.

In all cases of virtual school enrollment with Fulton Virtual or Georgia Virtual, the first step is to contact the school counselor. The law requires school districts to inform parents and students of the part-time and full-time options for online learning. Fulton County Schools currently offers part time and full time online learning option for students in grades 6-12.
Below are the options for full time and part time online learning:

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<thead>
<tr>
<th></th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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<tbody>
<tr>
<td>Full-Time- Option</td>
<td>Connections Academy – external provider</td>
<td>Connections Academy – external provider</td>
<td>Connections Academy – external provider</td>
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<td></td>
<td>Georgia Cyber Academy– external provider</td>
<td>Fulton Virtual</td>
<td>Fulton Virtual</td>
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<td></td>
<td>Georgia Cyber Academy– external provider</td>
<td>Georgia Cyber Academy– external provider</td>
<td>Georgia Virtual School– external provider</td>
</tr>
<tr>
<td>Part-Time-Option</td>
<td>Fulton Virtual (For students taking accelerated Middle School Courses)</td>
<td>Fulton Virtual</td>
<td>Fulton Virtual</td>
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<td></td>
<td>Fulton Virtual</td>
<td>Georgia Virtual School– external provider</td>
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