



2022-23

# Paulding County High School Curriculum Guide

# Paulding County High School

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# Paulding County High School Curriculum Guide

## Table of Contents

Graduation Requirements .....	4
The Registration & Scheduling Process .....	4
Curriculum Maps and Sequencing Guides .....	6
English Language Arts.....	6
Mathematics - Class of 2017 and after.....	7
Science .....	8
Click here for course descriptions.....	8
Social Studies.....	9
Career, Technical, and Agricultural Education (CTAE).....	10
World Language.....	11
Fine Arts.....	12
CTAE Course Descriptions.....	14
Business and Technology .....	14
Web and Digital Design.....	15
Graphic Design.....	15
Personal Care Services (Cosmetology).....	16
Culinary Arts.....	16
Therapeutic Services – Nursing:.....	17
JROTC – Army Leadership .....	18
Public Safety .....	19
Automobile Maintenance and Light Repair.....	<b>Error! Bookmark not defined.</b>

# Paulding County High School Curriculum Guide

Agriculture.....	20
Work-Based Learning.....	21
Magnet Information.....	21
Magnet Course Sequence.....	22

## Introduction

Paulding County High School operates on a two semester system with each semester being approximately 18 weeks long. We run a 4x4 block schedule where courses are offered as 90 minute classes. Each class meets daily with nine weeks classes earning ½ unit of credit per 9 weeks and block classes earning a full unit of credit per semester. It is possible to earn 4 units of credit each semester, or a total of 8 units per year if all classes are successfully completed. During the 4 years (8 semesters) of high school, students may earn a total of 32 units of credit.

## Graduation Requirements

All students will earn credit towards a High School Diploma. The requirements for the High School Diploma are as follows:

All students will be required to complete a total of 23 units for graduation. All students must complete:

- 4 units of English
- 4 units of Science (3 of these classes must be Biology, Chemistry or Environmental Science or Earth Systems, and Physics or Physical Science)
- 4 units of Mathematics
- 3 units of Social Studies
- At least 3 units of CTAE **and/or** World Language **and/or** Fine Arts courses
- At least 4 additional electives
- ½ unit Health & ½ unit Personal Fitness if not exempted through completing at least 3 units of JROTC

## The Registration & Scheduling Process

We try to make the registration process as smooth as possible at Paulding County High School. One way we do this is by building the Master Schedule for both teachers and students only after we have received all student course requests. Every attempt is made during the spring and summer to minimize conflicts within the Master Schedule and have 100% of course requests satisfied. There likely will be situations where students will not receive a first choice course and instead will receive an alternate choice so it is important that all

## Paulding County High School Curriculum Guide

students select at least two alternates during registration. Reasons why a conflict may occur are as follows: A course without enough interest may not be offered, courses with limited sections may reach capacity before all requests are satisfied, or two courses may be offered at exactly the same time causing a student to not be able to have both. With the Master Schedule being based entirely upon student requests, it is essential that students carefully decide upon the correct courses during registration. Once the registration window closes, a student must remain in the courses for which they have registered unless it is determined that the academic placement is inappropriate. Student registration and scheduling is for the entire school year as all block and traditional courses must mesh to create one schedule.

### Registration:

1. For all core classes (English, Math, Social Studies, and Science), the current teacher will make recommendations for the level of curriculum the student should take next year. The teacher will consult with the student about their preference. Parents and students will have an opportunity to review these requests for accuracy. Any corrections must be made prior to May 1.
2. For all elective courses requiring a prerequisite, the current teacher will enter the requests after consulting with the student. Parents and students will have an opportunity to review these requests for accuracy. Any corrections must be made prior to May 1.
3. For entry level elective classes, students will register online during school hours. Counselors will work with students through this process. Again, parents and students will be able to review these requests and make needed changes prior to May 1.
4. We cannot honor teacher-preference requests.

Seniors do not request Minimum Day during registration, however they can see the guidance office for required paperwork and additional information. Minimum day allows any senior who is on-track for graduation to either come in after first block or leave after third block. All minimum day forms must be turned in by May 1.

After May 1, the only acceptable schedule change request will be as follows:

1. Students without required prerequisites.
2. Seniors without classes required for graduation.
3. Students who are scheduled for a class where they already have a credit.
4. Schedules where we have made an error.

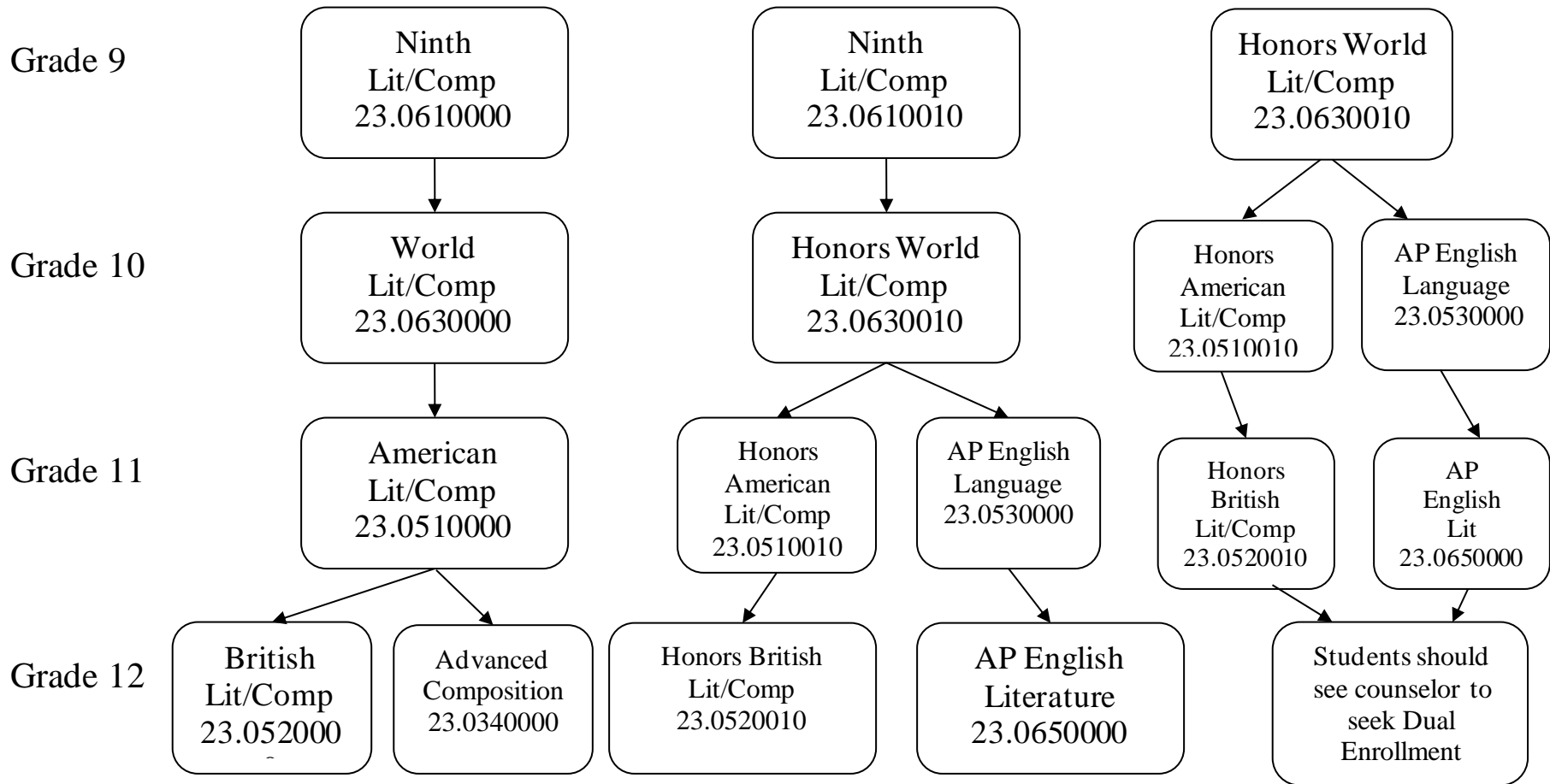
As you review the courses in this guide, please note that all of these courses are possible offerings but may not be offered each year as class offerings are based upon student requests.

# Paulding County High School Curriculum Guide

## Curriculum Maps and Sequencing Guides

### *English Language Arts*

[Click here for course descriptions.](#)

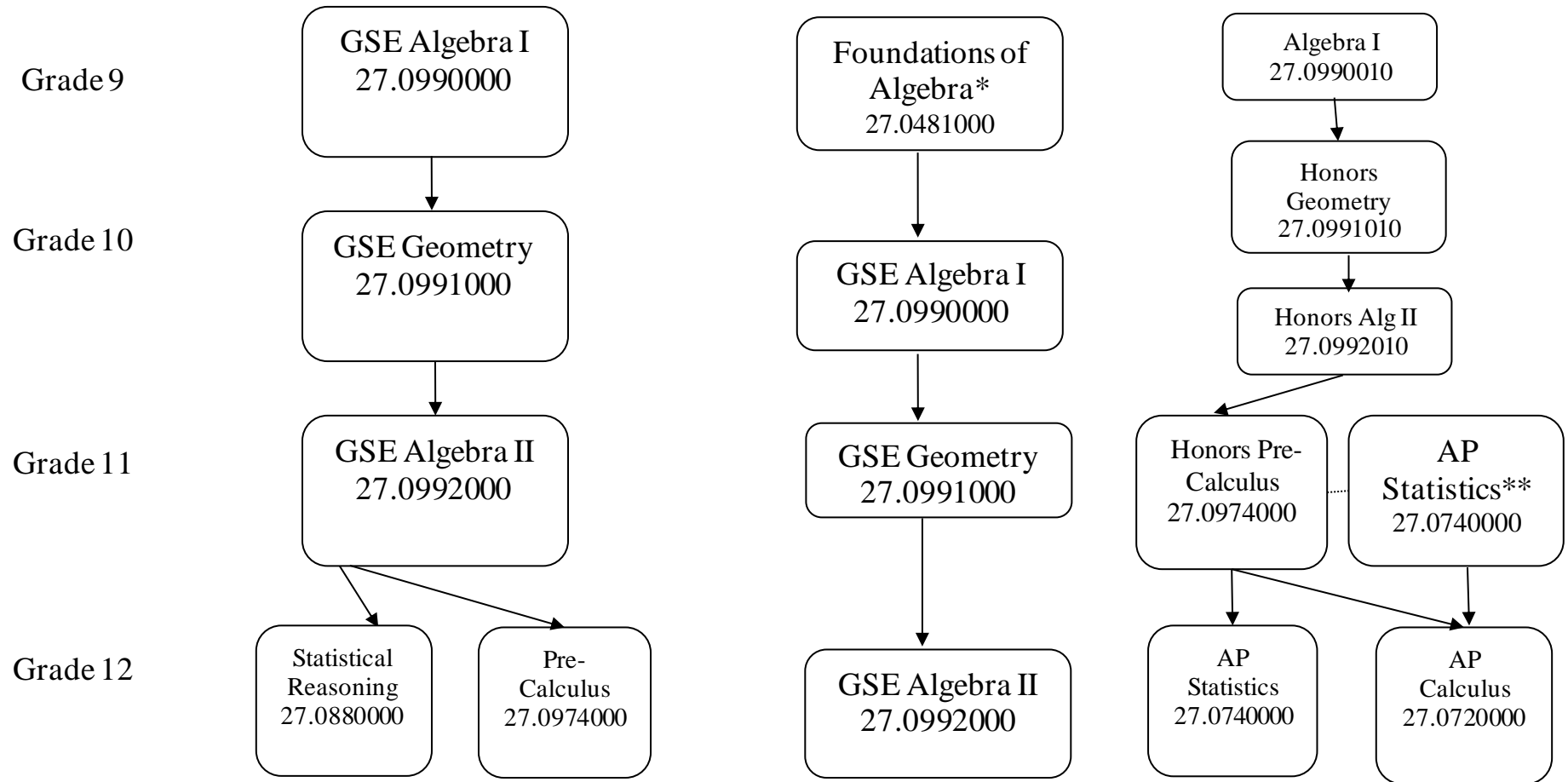


Journalism I (23.0320000), Journalism II (23.0330000), Journalism III (23.0350000), Journalism IV (23.0360000), Mythology (23.0210001), and Writer's Workshop (23.0310000) are also electives.

# Paulding County High School Curriculum Guide

## Mathematics - Class of 2017 and after

[Click here for course descriptions.](#)



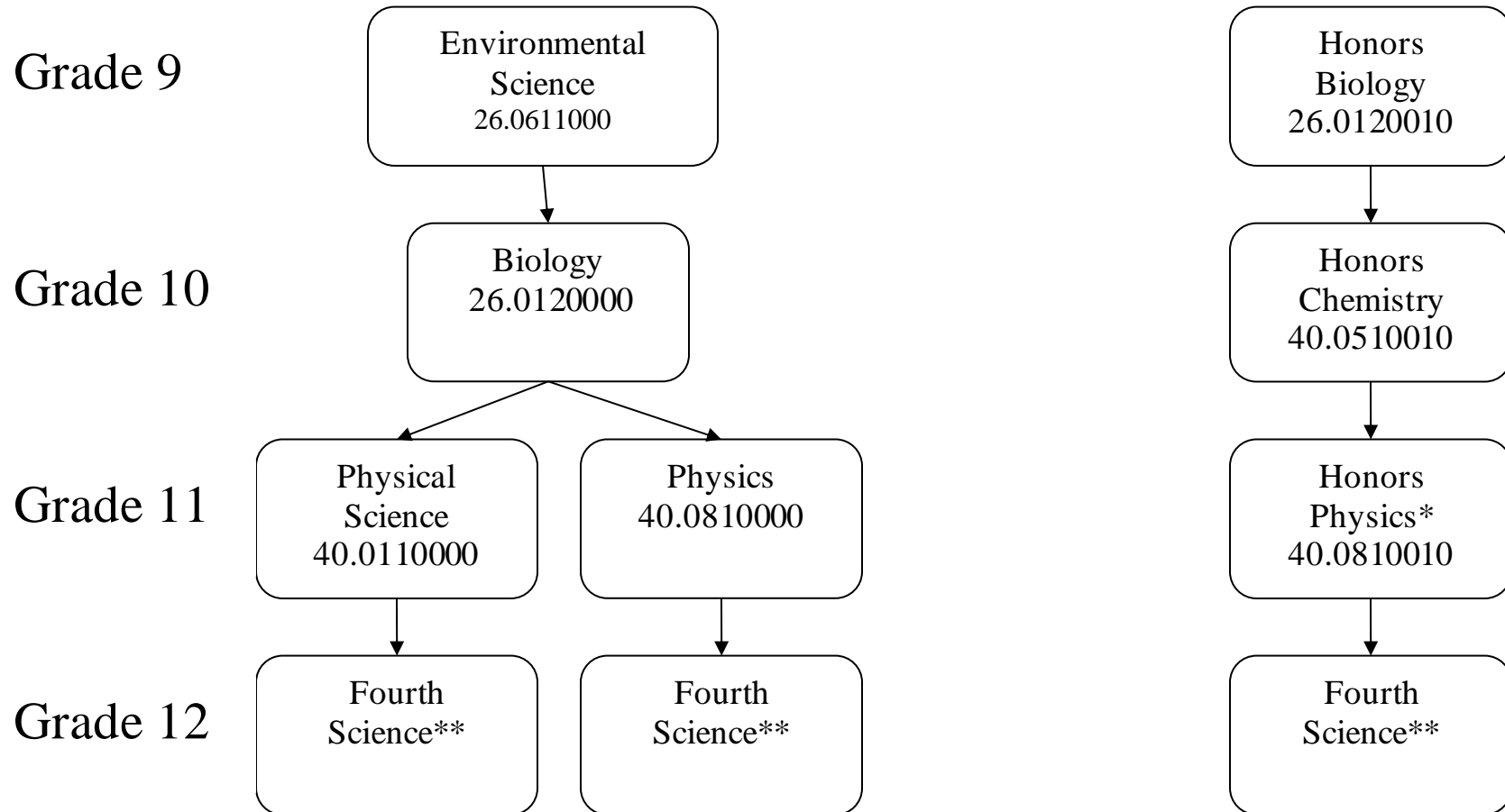
\*This class counts for graduation purposes. You will not be able to attend a 4-year college unless you take a 5<sup>th</sup> math your Senior year.

\*\*AP Statistics can be taken in the Junior year in addition to Pre-Calc for students planning to take AP Calculus in the Senior year. See your teacher to see if they recommend this option.

# Paulding County High School Curriculum Guide

## Science

[Click here for course descriptions.](#)



\*AP Chemistry or AP Biology may be taken simultaneously with Honors Physics.

\*\*Fourth Science options: Earth Systems (40.0640000), Environmental (26.0611000), Forensic Science (40.0930000), Anatomy & Physiology\*\*\*(26.0730000), Honors Anatomy & Physiology\*\*\* (26.0730010), Chemistry (40.0510000), AP Chemistry (40.0530000), or AP Biology (26.0140000), Zoology (26.0710000), Physics (40.0810000).

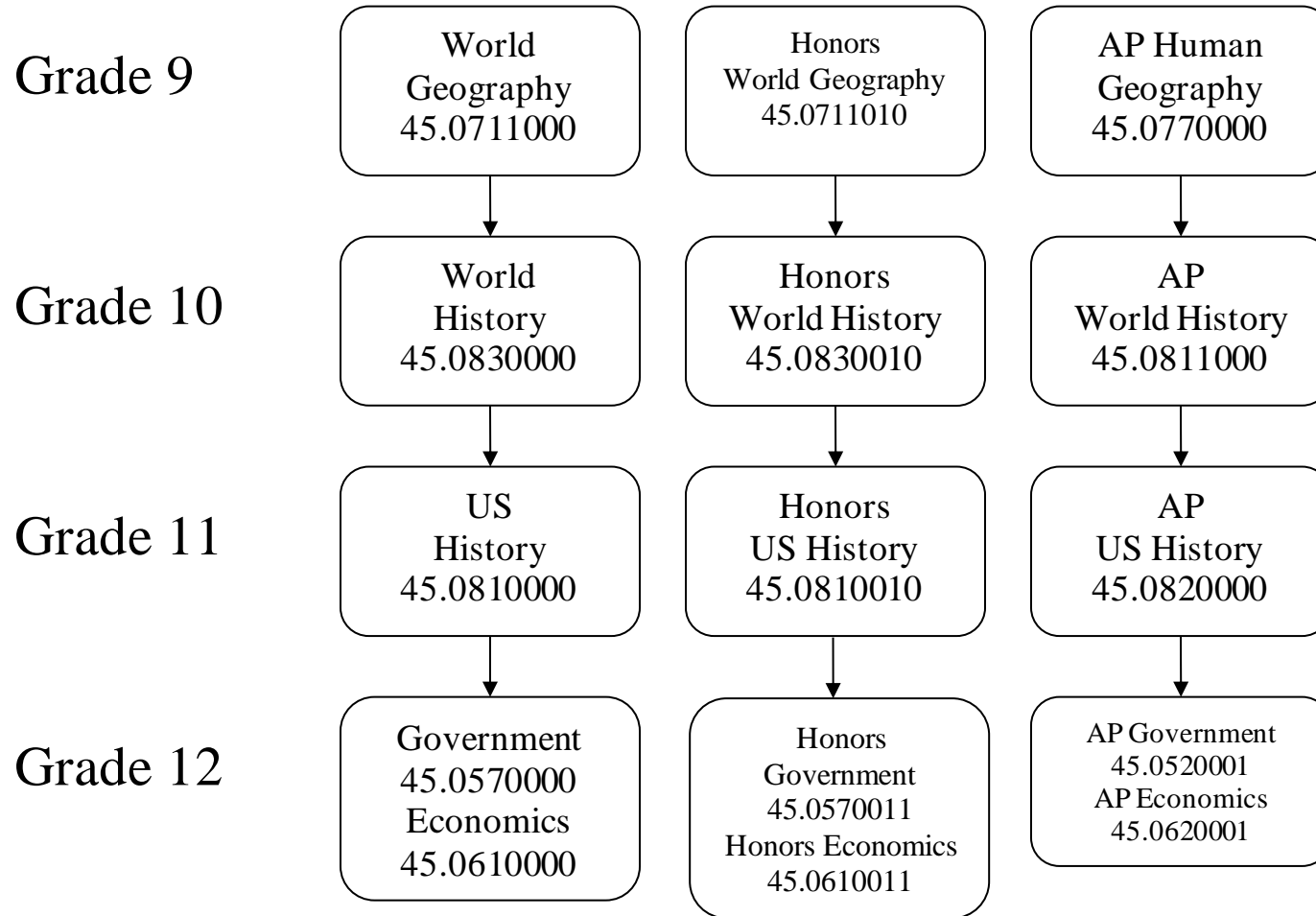
\*\*\*Students that complete the 2<sup>nd</sup> year of the Healthcare Science pathway receive embedded Anatomy credit on their transcript.



# Paulding County High School Curriculum Guide

## *Social Studies*

[Click here for course descriptions.](#)



Psychology (45.0510000), Sociology (45.0310000), AP Psychology (45.0160000) and Current Issues (45.0120000), Comparative Religions (45.0110000) are offered as semester electives.

## Paulding County High School Curriculum Guide

### *Career, Technical, and Agricultural Education (CTAE)*

<b>Pathway</b> (click below for course descriptions)	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>
<i>Business and Technology</i>	Introduction to Business and Technology 07.4413000	Business and Technology 07.4410000	Business Communication 07.4510000
<i>Web Development</i>	Intro to Digital Technology 11.4150000	Computer Science Principles 11.4710000	Web Development 11.4250000
<i>Personal Care Services (Cosmetology)</i>	Intro to Personal Care Services 12.5440000	Cosmetology II 12.4100000	Cosmetology III 12.4110000
<i>Culinary Arts</i>	Intro to Culinary Arts 20.5310000	Culinary Arts I 20.53210000	Culinary Arts II 20.53310000
<i>Therapeutic Services – Patient Care and Sports Medicine</i>	Intro to Healthcare 25.5210000	Essentials of Healthcare 25.4400000	Patient Care Fundamentals 25.4360000 Sports Medicine 25.4460000
<i>JROTC – Army Leadership</i>	JROTC Army Leadership I 28.0310000	JROTC Army Leadership II 28.0320000	JROTC Army Leadership III 28.0330000
<i>Law Enforcement Services- Criminal Investigations</i>	Intro to Law, Public Safety, Corrections, & Security 43.4500000	Criminal Justice Essentials 43.4510000	Criminal Investigations 43.4530000
<i>Agriculture-Food Animal Systems and Agricultural Mechanics Systems</i>	Basic Agriculture Science 02.4710000	Animal Science 02.4210000 Agricultural Mechanics I 01.4210000	Agricultural Animal Production 01.4320000 Agricultural Mechanics II 01.4220000
<i>Automobile Maintenance and Light Repair</i>	Basic Maintenance and Light Repair 47.5311000	Maintenance and Light Repair II 47.53210000	Maintenance and Light Repair III 47.53310000
<i>Collision Repair-Painting and Refinishing</i>	Introduction to Collision Repair 47.5650000	Painting and Refinishing I 47.5660000	Painting and Refinishing II 47.5670000

Work-based Learning is offered as a CTAE elective. Sign up for 07.7114004 during registration and see Mrs. Karen Parker in room 820 for paperwork.

## Paulding County High School Curriculum Guide

### *World Language*

[Click here for course descriptions](#)

<b>Language</b>	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Course 4</b>	<b>Course 5</b>	<b>Course 6</b>
<i>Spanish*</i>	Spanish I ** 60.0710000	Spanish II 60.0720000	Spanish III 60.0730000	Spanish IV 60.07400	Hon Spanish V 60.0750010	AP Spanish 60.0770000
<i>French</i>	French I 60.0110000	French II 60.0120000	French III 60.0130000	French IV 60.0140000		

\*Spanish for Native Speakers is an option for students that qualify.

\*\*Students with Middle School Spanish Credit skip Spanish I.

## Paulding County High School Curriculum Guide

### *Fine Arts*

[Click here for course descriptions](#)

	<b>1<sup>st</sup> semester 9<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 9<sup>th</sup> grade</b>	<b>1<sup>st</sup> semester 10<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 10<sup>th</sup> grade</b>	<b>1<sup>st</sup> semester 11<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 11<sup>th</sup> grade</b>	<b>1<sup>st</sup> semester 12<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 12<sup>th</sup> grade</b>
Chorus	Beginning Chorus I 54.0211000	Beginning Chorus II 54.0212000	Intermediate Chorus I 54.0221000	Intermediate Chorus II 54.0222000	Advanced Chorus I 54.0231000	Advanced Chorus II 54.0232000	Mastery Mixed Chorus I 54.0235000	Mastery Mixed Chorus II 54.0236000
Band	Beginning Band I 53.03610	Beginning Band II 53.03620	Intermediate Band I 53.03710	Intermediate Band II 53.03720	Advanced Band I 53.03810	Advanced Band II 53.03820	Mastery Band I 53.03910	Mastery Band II 53.03920
Drama	Theatre Arts/Fundamentals I 52.02100	Theatre Arts/Fundamentals II 52.02200	Theatre Arts/Acting I 52.0610000	Theatre Arts/Acting II 52.0620000	Theatre Arts/Advanced Drama I 52.051000	Theatre Arts/Advanced Drama II 52.052000	Theatre Arts/Advanced Drama III 52.052300	Theatre Arts/Advanced Drama IV 52.052400

### *Art Electives:*

Visual Arts/Comp I (50.0211000) (You must successfully complete this class before you can take any other art classes.)

Visual Arts/Comp II (50.0212000)

VA/Drawing & Painting I (50.0313000) and VA/Drawing & Painting II (50.0314000)

VA/Ceramics/Pottery I (50.0411000) and VA/Ceramics/Pottery II (50.0412000)

# Paulding County High School Curriculum Guide

## *Health and Physical Education* [Click here for course descriptions](#)

*Health* – (17.0110001) graduation requirement\*

*Personal Fitness* – (36.0510001) graduation requirement\*

	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>	<b>Fall 2025</b>	<b>Spring 2026</b>
<b>Weight training</b>	Adv physical conditioning 36.0620000	Body Sculpting 36.0560000	Advanced Body sculpting 36.0660000	Advanced weight training 36.0640000	Weight training 36.0540000	Advanced Exercise and Weight Control 36.0650000	Exercise and Weight Control 36.0550000	Physical Conditioning 36.0520000
<b>General PE</b>	Intro Team Sports 36.0210000	Gen Physical Education IV 36.0140000	Gen Physical Education III 36.0130000	Gen Physical Education II 36.0120000	Gen Physical Education I 36.0110000	Intro to Lifetime Sports 36.0220000	Adv. Team Sports 36.0410000	Inter. Team Sports 36.0210000

\*Health and Personal Fitness are graduation requirements unless a student completes JROTC Leadership through level 3.

\*Advanced Personal Fitness (36.0610001) is a 9 week elective).

# Paulding County High School Curriculum Guide

## *CTAE Course Descriptions*

### ***Business and Technology***

#### **Introduction to Business and Technology:**

Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

#### **Business and Technology:**

Designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

#### **Business Communication:**

Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.

# Paulding County High School Curriculum Guide

## ***Web Development***

### **Introduction to Digital Technology:**

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

### **Computer Science Principles:**

How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

### **Web Development:**

This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client side languages, server side languages, and database concepts. The course is designed to give students foundational knowledge of "front-end" and "back-end" development to address the presentation and data access layers of web site development.

# Paulding County High School Curriculum Guide

## ***Personal Care Services (Cosmetology)***

**Intro to Personal Care Services:** This course is designed to provide the student with an opportunity to become familiar with the cosmetology profession, Georgia State Board of Cosmetology requirements, laws, rules and regulations, and introduces the fundamental theory and practices of the cosmetology profession. Emphasis is placed on professional practices and safety. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.

**Cosmetology Services II:** After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards.

**Cosmetology Services III:** This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology.

## ***Culinary Arts***

**Intro to Culinary Arts:** Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

**Culinary Arts I:** Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post-secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of Culinary Arts.

**Culinary Arts II:** Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post-secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.



# Paulding County High School Curriculum Guide

## ***Therapeutic Services – Nursing:***

**Intro to Healthcare:** Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

## **Essentials of Healthcare:**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare.

## **Patient Care Fundamentals:**

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

## **Therapeutic Services- Sports Medicine:**

Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

# Paulding County High School Curriculum Guide

## ***JROTC – Army Leadership***

**JROTC Army Leadership I:** This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or an accelerated promotion in the military service.

**JROTC Army Leadership II:** This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or an accelerated promotion in the military service.

**JROTC Army Leadership III:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or an accelerated promotion in the military service.

**JROTC Army Leadership IV:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or an accelerated promotion in the military service.

# Paulding County High School Curriculum Guide

## ***Public Safety***

**Intro to Law, Public Safety, Corrections & Security:** Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

### **Criminal Justice Essentials:**

Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.

### **Criminal Investigations:**

This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. This course is one of two choices that may be selected for the law enforcement pathway. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Criminal Justice Essentials.

## ***General Automotive Technology***

### **Automotive Technologies 1:**

This course is designed as the foundational course for the General Automotive Technology pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

### **Automotive Technologies 2:**

This course is designed as the second course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 1.

# Paulding County High School Curriculum Guide

## Automotive Technologies 3:

This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 2.

## ***Collision Repair-Painting and Refinishing***

### Introduction to Collision Repair:

Introduction to Collision Repair is the prerequisite course in all of the collision repair pathways. Employment opportunities in the collision repair field will be explored in this course. Students will be exposed to all areas of collision repair and automotive refinish, such as safety, refinishing, metal repair, plastic repair, automotive construction, and estimate reading and writing. Basic skills in all of the above mentioned areas will be taught.

### Painting and Refinishing I:

Painting and Refinishing I is the first course in the painting and refinishing strand of collision repair and will provide students with automotive -refinishing skills and knowledge to assist in obtaining a career in the automotive refinishing industry. The student will learn theory, as well as hands-on application in a project-based setting. The prerequisite for this course is Introduction to Collision Repair.

### Painting and Refinishing II:

Painting and Refinishing II is the second course in the painting and refinishing strand of the Collision Repair Pathway and will provide students with skills and knowledge to assist in obtaining a career in the automotive refinishing industry. The student will learn theory, as well as hands-on application in a project-based setting. The prerequisite for this course is Painting and Refinishing I.

## ***Agriculture, Food, and Natural Resources***

### **Food Animal Systems**

#### Basic Agricultural Science:

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

#### Animal Science Technology:

This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

# Paulding County High School Curriculum Guide

## **Agriculture Animal Production and Management:**

The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

## **Agriculture Mechanics Systems**

### **Basic Agricultural Science:**

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

### **Agricultural Mechanics Technology I:**

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through FFA supervised agricultural experiences, leadership programs and activities.

### **Agricultural Mechanics Technology II:**

The goal of this laboratory course is designed to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors and soil and water conservation. Learning activities include information, skill development and problem solving.

## ***Work-Based Learning***

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences.

# Paulding County High School Curriculum Guide

## ***Paulding County College and Career Academy***

Paulding College and Career Academy will open its doors in the Fall of 2019. Students attending PCCA will be able to graduate with more than a high school diploma. They will be given the opportunities to participate in Dual Enrollment through several post-secondary partners and gain career knowledge through Work-Based Learning/Apprenticeship programs with business and industry partners. Through these experiences, students will acquire the skills, experiences and connections needed to successfully transition directly into either a post-secondary or career environment. PCCA will give students the opportunity to develop skills that will be essential to meet the needs of business and industry in our community and prepare them for careers that they can begin immediately upon graduation.

### ***Healthcare-Patient Care Tech***

This optional fourth course is designed to offer senior students the opportunity to become effective and efficient multi-skilled healthcare providers by practicing skills learned in Patient Care Fundamentals and developing a working knowledge of advanced patient care skills, including basic cardiology, 12-lead EKG's, oxygen therapy, basic phlebotomy, and specimen collection and processing. When taken as the fourth course in the Therapeutic Services – Patient Care Fundamentals pathway, students successfully completing the requirements may be eligible to sit for Patient Care Technician Certification. The prerequisites for this course include Introduction to Healthcare Science, Essentials of Healthcare, and Patient Care Fundamentals.

### ***Manufacturing-Mechatronics***

By completing this course, students will be introduced to direct current concepts and applications, pneumatic system fundamentals, and programmable logic controllers (PLCs). Topics include, but are not limited to, electrical laws and principles, magnetism, series, parallel, and simple combination DC circuits, pneumatic system principles and components, and PLC installation and programming. Theory and practical application concepts are discussed and illustrated through labs. Furthermore, this course introduces students to the operational theory, systems terminology, installation, and programming procedures for PLCs. Emphasis is placed on PLC programming, connections, installation, and start-up procedures. Other topics include timers and counters, relay logic instructions, and hardware and software applications.

### ***Energy-Lineman Focus***

Foundations of Energy Technologies explores the relationship between force, work, energy, and power. Students study the characteristics, availability, conversion, control, transmission, and storage of energy and power, as well as examine and apply the principles of electrical, fluid, and mechanical power. Students research renewable, nonrenewable, and inexhaustible resources and conservation efforts. Using their course acquired skills, students will further understand the many careers that exist in energy and related technologies.

## Paulding County High School Curriculum Guide

### *IT-Cybersecurity*

Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics.

### *HVACR-Electrical Pathway*

The HVACR Pathway courses will be taught at the Bartow County College and Career Academy in Cartersville. These three courses will be Dual Enrollment courses. The three courses for this pathway are:

Industry Fundamentals and Occupational Safety  
Introduction to HVACR Systems  
Low Voltage Electrical

- **Registration will be completed at the high school.**

# Paulding County High School Curriculum Guide

## *Magnet Academy of Science Research and Medicine*

- Information you will need with the application
  - 3 References – to be submitted online through google docs. Directions will be in the application packet.
    - Science Teacher
    - Math Teacher
    - Teacher of your choice
  - Attendance Report
  - Discipline Report
  - Fall 2021 Report Card
  - 8/9 PSAT Scores
  - 7<sup>th</sup> grade Milestone Scores
  - Most recent Lexile Score
  - Interest Short Essay Questions (part of the application)
- Application can be submitted to Paulding County High. Late applications will not be accepted.



# Paulding County High School Curriculum Guide

## Suggested Magnet Course Sequence

### Paulding County High School The Academy of Science, Research, & Medicine

#### Healthcare Science Pathways 2022-23

Pathway	Grade	English	Mathematics	Science	Social Studies	Academy Pathway	Recommended Elective	Recommended Elective
<b>Biotechnology Research &amp; Development</b>	<b>9<sup>th</sup> Grade</b>	9 <sup>th</sup> Literature – or – Honors World Literature	Algebra I and/or Honors Geometry	AP Biology	AP Human Geography – or – Fine Arts Elective	Introduction to Healthcare Science	Spanish I – or – Spanish II (required)	Health & PE – or – JROTC I (required)
	<b>10<sup>th</sup> Grade</b>	Honors World Literature – or – AP Language	Honors Algebra II	Honors Chemistry	AP World History	Essentials of Biotechnology and Applications of Biotechnology	Spanish II – or – Spanish III (required)	JROTC II – or – Fine Arts – or – Current Issues – or – AP Psychology
	<b>11<sup>th</sup> Grade</b>	AP Language – or – AP Literature	Honors Pre-Calculus	AP Physics	AP U.S. History	Biotechnology Research and/or Honors Scientific Research I&II	Forensic Science – or – AP Psychology – or – Current Issues in SRM – or – AP Environ.Sci.	JROTC III – or – Fine Arts – or – Spanish III – or – Spanish IV
	<b>12<sup>th</sup> Grade</b>	AP Literature	AP Statistics – or – AP Calculus	AP Chemistry/AP Environmental or Science Elective	AP Government and AP Economics	Sports Medicine/Personal Care Fundamentals	Forensic Science – or – AP Psychology – or – Current Issues in SRM – or – AP Environ.Sci.	JROTC IV – or – Fine Arts – or – Spanish IV – or – AP Spanish
<b>Therapeutic Services – Allied Health and Medicine</b>	<b>9<sup>th</sup> Grade</b>	9 <sup>th</sup> Literature and/or – Honors World Literature	Algebra I and/or Honors Geometry	AP Biology	AP Human Geography – or – Fine Arts Elective	Introduction to Healthcare Science	Spanish I – or – Spanish II (required)	Health & PE – or – JROTC I (required)
	<b>10<sup>th</sup> Grade</b>	Honors World Literature – or – AP Language	Honors Algebra II	Honors Chemistry	AP World History	Essentials of Healthcare and Allied Health	Spanish II – or – Spanish III	JROTC II – or – Fine Arts – or – Current Issues – or – AP Psychology
	<b>11<sup>th</sup> Grade</b>	AP Language – or – AP Literature	Honors Pre-Calculus	AP Physics	AP U.S. History	Honors Scientific Research I&II	Current Issues in Science, Research, & Medicine – or – AP Psychology	JROTC III – or – Fine Arts – or – Spanish III – or – Spanish IV
	<b>12<sup>th</sup> Grade</b>	AP Literature	AP Statistics – or – AP Calculus	AP Chemistry/AP Environmental or Science Elective	AP Government and AP Economics	Sports Medicine/Personal Care Fundamentals	Current Issues in Science, Research, & Medicine – or – AP Psychology	JROTC IV – or – Fine Arts – or – Spanish IV – or – AP Spanish