



Towns County High School Curriculum Guide 2016-2017

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*Many core academic subject areas have a grade level noted. This is the grade level in which students typically take the course. When necessary, students can take some courses at a different grade level.

English Language Arts



9-12 English Language Arts Overview

The English courses offered at Towns County High School follow the Georgia Standards of Excellence. Throughout their high school career students will progress through the standards allowing them to employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students will build strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. More information can be found at www.georgiastandards.org.

<p>Ninth Grade Literature and Composition I Grade(s): 9</p>	<p>This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> <p>This course requires an End of Course Test (EOC)</p>
<p>World Literature and Composition Grade(s): 10</p>	<p>This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.</p>
<p>World Literature and Composition Honors Grade(s): 10</p>	<p>This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. As an honors course the course will provide opportunities to go beyond the minimum standards and move at a pace appropriate for the students enrolled.</p>

<p>American Literature and Composition Grade(s): 11</p>	<p>This course is designed to nurture a comprehensive understanding of the characteristics of American Literature, from the Native American to the Post-Modernist eras. It emphasizes critical thinking skills and literary analysis in order to prepare students to express themselves with clarity and specificity, using details and examples to support their views, whether orally or in writing. Writing, research, and grammar are integrated, and students are expected to engage in academic discussions about the texts, connecting ideas and understandings across disciplines. Upon completion of the course, students will take a state mandated End-of-Course test (now Milestones) and will be prepared to move on to senior level work.</p> <p>This course requires an End of Course Test (EOC)</p>
<p>American Literature and Comp. Honors Grade(s): 11</p>	<p>This course is designed to benefit, build upon, and enhance the written and oral communication skills of students who transition to and complete 10th grade (Honors) World Literature/Composition after having taken and successfully completed 9th Literature/Composition at TCHS. At the completion of this course, students will be prepared to take and successfully satisfy the requirements of the End of Course Test (EOC) for American Literature and Composition. As an honors course the course will provide opportunities to go beyond the minimum standards and move at a pace appropriate for the students enrolled.</p> <p>This course requires an End of Course Test (EOC)</p>
<p>British Literature and Composition Grade(s): 11, 12</p>	<p>This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>

Mathematics



The Georgia Mathematics standards are designed to achieve a balance among concepts, skills, and problem solving. The standards stress rigorous concept development and real-world applications while maintaining a strong emphasis on computational and procedural skills. At all grades, the standards encourage 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.

The standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The standards isolate and identify the skills needed to use the knowledge and skills to problem solve, reason, communicate, and make connections with other information. (www.gadoe.org)

<p>Coordinate Algebra Grade(s): 9</p>	<p>The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>This course requires an End of Course Test (EOC)</p>
<p>Analytic Geometry - Grade(s) - 10</p>	<p>The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>This course requires an End of Course Test (EOC)</p>

<p>Analytic Geometry Honors Grade(s) - 9, 10</p>	<p>This is the 2nd semester of Analytic Geometry. The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will approach the honors course with a somewhat faster pace with some standards allowing for a deeper exploration of the subject as a whole.</p> <p>This course requires an End of Course Test (EOC)</p>
<p>Advanced Algebra Grade(s) - 11</p>	<p>In Advanced Algebra students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p>

<p>Advanced Algebra Honors Grade(s) - 10, 11</p>	<p>In Honors Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will approach the honors course with a somewhat faster pace with some standards allowing for a deeper exploration of the subject as a whole.</p>
<p>Pre-Calculus Honors Grade(s) - 11, 12</p>	<p>Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will approach the honors course with a somewhat faster pace with some standards allowing for a deeper exploration of the subject as a whole.</p>
<p>Mathematics of Finance Grade-12</p>	<p>Mathematics of Finance concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student’s understanding of when and how to use these topics.</p> <p>Instruction and assessment will include the appropriate use of manipulatives and technology. Topics will be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts will be introduced and used, where appropriate, in the context of realistic</p>

	phenomena.
Advanced Mathematical Decision Making Grade 12	<p>This is a course designed to follow the completion of Coordinate Algebra, Analytic Geometry, and Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. Instruction and assessment will include the appropriate use of manipulatives and technology. Topics will be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.</p>

	organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and fieldwork using the process of inquiry. Students will approach the honors course with a somewhat faster pace with some standards allowing for a deeper exploration of the subject as a whole. This course requires an End of Course Test (EOC)
Chemistry Honors	The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in K-8 providing students the necessary skills to be proficient in chemistry. This curriculum contains more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the process of inquiry.
Physics I	The Physics curriculum includes concepts such as the interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate concepts through experience in laboratories and fieldwork using the process of inquiry in order to provide the students the necessary skills to be proficient in physics.
Forensics	The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.
Scientific Research	This course allows students to explore science while improving fundamental research skills, applying statistical analysis and enhancing oral and visual presentation techniques.
Physical Science	The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.
Honors Physical Science	The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the

	<p>action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Students will approach the honors course with a somewhat faster pace with some standards allowing for a deeper exploration of the subject as a whole. This course requires an End of Course Test (EOC)</p>
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	<p>Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.</p> <p>This course requires an End of Course Test (EOC)</p>
Honors US History	<p>Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.</p> <p>This course requires an End of Course Test (EOC)</p>
Economics	<p>An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.</p> <p>This course requires an End of Course Test (EOC)</p>
Current Events	<p>A course allowing students to examine current events in the United States and the world. Students will investigate how current events are related to past history and make predictions about the future.</p>

Health and Physical Education



Physical Education is an important part of a well-rounded education of every child. Therefore every student should have the opportunity to participate in a quality physical education program. In physical education courses students will develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity encouraging them to adopt healthy and physically active lifestyles.

Health and Personal Fitness	Students will learn important information related to maintaining a healthy lifestyle while enhancing their fitness skills.
General PE	General PE allows students to develop fitness skills and physical competence in movement activities.
Weight Training	Weight Training allows students to learn the appropriate way to use weight training equipment. Improving muscle tone and developing muscles is the expected outcome of this course.

Fine Arts



Journalism:

<p>Journalism I-IV</p>	<p>Journalism courses are utilized to produce the Towns County Indians Yearbook. In this course, students will gain skills in page design, advanced publishing techniques, copy writing, editing, and photography while producing a creative, innovative yearbook. There is an emphasis on journalism skills. Participants gain useful skills in time management, marketing, teamwork, and design principles far beyond the classroom as they strive to create a historical record of school memories. Participation in this class requires the ability to work as a team, attention to detail, and adherence to deadlines.</p> <p>*Yearbook staff members are chosen based on an application process and teacher recommendation.</p>
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Band

<p>Beginning Band Intermediate Band Advanced Band Mastery Band</p>	<p>Students will learn skills needed as musicians. Performing in marching band activities and ensemble band performances provide students with opportunities to grow as musicians, learn organizational skills, and how to work with other musicians. The Towns County Indian Raider Band is known for musical talent and notable wins at musical competition.</p>
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Chorus

<p>Beginning Band Intermediate Band Advanced Band</p>	<p>Students will learn vocal skills to assist in musical performances. While the primary focus is voice and song, drama is an important part of this course. The program typically performs at least two musicals each year.</p>
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CTAE

Career, Technical and Agricultural Education (CTAE)



The state of Georgia has identified 17 Career Clusters that are structured to prepare students for Georgia’s workforce. Georgia’s Career Cluster Model represents multiple pathways, which guides students to success for college preparation and career development. The curriculum for each cluster is based on a set of common knowledge, skills and abilities which prepares students for various opportunities. Career Technical and Agricultural Education is the cornerstone for preparing students to be “College and Career Ready.”

Career pathways are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career related courses usually commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. A strong Work-Based Learning Program is a vital part of CTAE because it gives students an opportunity to intern and apprentice outside the classroom setting. Work-based learning activities extend the classroom into the workplace, connecting acquired knowledge and skills to a student’s future employment.

Career, Technical and Agricultural Education (CTAE) provides all Georgia students with the opportunity to select at least three sequenced courses in a career pathway, along with recommended academic course work, to prepare them to continue their education at any level or enter the world of work.

Pathways Offered at Towns County High School Include:

1. **Business and Technology**
2. **Entrepreneurship**
3. **Allied Health and Medicine**
4. **Sports Medicine**
5. **Agricultural Mechanics**
6. **Metal Fabrication**
7. **Electrical Systems**
8. **Forestry and Wildlife Management**

Business Courses	
(1) Introduction to Business and Technology (required)	<p>Introduction to Business & Technology is the foundational course for Business & Technology and Entrepreneurship pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. 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. This course is required to graduate.</p>
Business and Technology	<p>Business and Technology is 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.</p>
Business Communications	<p>What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and</p>

	<p>visual communication in a technological society will be addressed. 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.</p> <p>Various forms of technologies will be used to expose students to resources, software, and applications of communications. 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. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business Communications is the third course in the Business and Technology pathway in the Business Management and Administration cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business and Technology. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.</p>
<p>Legal Environment of Business</p>	<p>Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.</p> <p>Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.</p>
<p>Entrepreneurship</p>	<p>Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem</p>

	<p>solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.</p> <p>Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. 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.</p> <p>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 the employability skills standard for this course.</p> <p>Entrepreneurship is the third course in the pathway in the Business Management & Administration Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology and Legal Environment of Business. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in Entrepreneurship.</p>
Agriculture Courses	
Basic Agriculture Science	<p>This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.</p>
Forest Science	<p>This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and</p>

	harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course may count as a fourth science.
Wildlife Management	This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunters safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
Agricultural Mechanics Technology 1 and II	This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, wood working, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving.
Metal Fabrication	This course is designed to provide students with a more in-depth study of agricultural metal fabrication. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural metal fabrication. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.
Electricity and Electrical Controls	This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology associated with the design and installation of electric motor and non-motor load electrical circuits designed for use in agricultural structures, and agricultural industry applications. Topics covered include electrical terms and theory, branch and feeder circuit design and installation, service entrance equipment selection and installation, electric motors and motor controllers, switching devices including thermostats, proximity

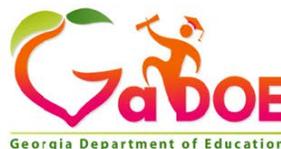
	sensors, float switches, clock timers, relays, and similar devices. Learning activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
Healthcare Science Courses	
Introduction to Healthcare Science	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. Students taking this course receive dual credit for Essentials of Healthcare and Anatomy and Physiology. This course may count as a fourth science credit.
Allied Health Science/Clinical	This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may

	be determined by community need, available resources, and/or student interest, etc.
Sports Medicine/Clinical	<p>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.</p> <p>Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization, HOSA (Health Occupations Students of America), will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training.</p>

Move On When Ready



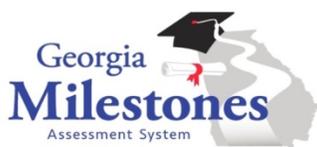
**MOVE ON
WHEN
READY!**



In 2015, the Georgia General Assembly passed a law that simplified 3 existing programs for earning college credits while in high school into one dual enrollment program. The new program is called Move On When Ready or MOWR. Georgia High School students have the opportunity to earn high school course credits while taking college courses. The MOWR dual credit program is available to any Georgia student in grades 9 through 12 enrolled in a public school, private school, or home study program.

Towns County High School gladly participates in the MOWR program. We feel this gives our students a great opportunity to advance their educational goals and prepare students for their post-secondary education. If you would like more details about the new MOWR dual credit program, information can be accessed at www.gacollege411.org

Test Out Option



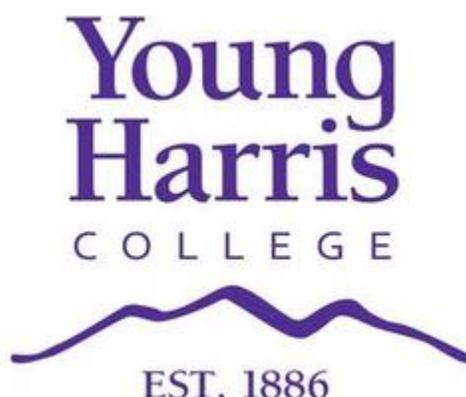
Students have the opportunity to demonstrate subject area competency by testing-out of any course that has an associated Georgia Milestones End of Course assessment. A unit of course credit is awarded to students who reach the performance level of Distinguished on the EOC prior to taking the course. Students only have one opportunity per course to test-out. Students may earn up to three credits by testing out. Tests can be taken during the summer testing window and in the fall mid-month testing window. (July, August, or September)

Criteria for Testing Out

- Cannot currently or previously be enrolled in the course
- Have earned a grade of B or better in a content area course that is the same content area of the course for which the student is attempting the EOC
- Received a teacher recommendation from the teacher of the most recent course in the same content area for the course the student is attempting the EOC
- Parent permission for students under the age of 18.
- Testing Coordinator must be notified at least one month in advance of the intent to take a test out assessment.

Synchronized Learning with Young Harris College

(YHC classes offered at TCHS during the regular school day via distance learning)



YHC is offering a unique learning setting for Juniors and Seniors of TCHS. The professor will be located at YHC and be present in the classroom via online telecommunication. Advanced technology allows students to interact with the teacher as they would in a regular classroom setting. A TCHS staff member will also be available to monitor the course. Students will receive both high school and college credit via the MOWR program.

YHC Move On When Ready Criteria:

The following items must be completed and submitted in order to be considered for admission:

- YHC Application (available at www.yhc.edu)
- Official SAT and/or ACT scores
- Official high school transcript
- Completed MOWR Student Participation Agreement

The deadline to submit all application materials for fall semester is **April 1**; deadline for spring semester is **October 1**.

Application materials should be sent to:

Office of Admissions

PO Box 116

Young Harris, GA 30582

High school juniors and seniors are eligible to attend YHC as dual-enrollment student under Georgia's Move on When Ready Program. Students must be enrolled in an eligible public or private high school or home study program. Students must have at least a 3.0 academic GPA as calculated by YHC and a minimum 970 SAT score (combined math/critical reading) or 21 ACT composite.

Program Costs:

MOWR students will incur no expense pertaining to tuition, mandatory fees, or textbooks. Students will be financially responsible for lost or damaged books.

Classes Offered via Synchronized Learning 2016-2017 (As courses are added they will be added to this guide.)

English 1101 Composition 1	The primary purpose of this course is to help students develop college-level writing skills. By encouraging students to explore multiple perspectives of a particular issue, belief, idea, value, and the like, this theme-based course also helps students recognize that there are many ways to view particular issues and encourages them to participate in the debate. This component of the course is designed to engage students by exposing them to the critical and comparative functions of academic study-to teach them that college not only entails the acquisition of knowledge, but also the critical examination of the knowledge they acquire. The course also helps students learn that college requires active learning and inquiry that is far different from high school. Each professor selects his or her topic for the course.
Psychology 1102 Introduction to Psychology	A course designed to provide the student with a general knowledge of psychology. Emphasis is placed on terminology, major concepts and theories, and major divisions of psychology.