

# **High School Curriculum Handbook 2021 – 2022**



Letter from the Assistant Superintendent for Learning and Teaching	3
Planning Ahead – College and Career Ready	4
General Curriculum	4
• Semester System	4
• Grading	5
• Grading Scale	6
• Recovery	6
• Graduation Requirements	7
• Assessment Programs	10
• Multi-tiered System of Supports (MTSS)	11
Content Areas	12
• Humanities: English/Language Arts/Reading, Social Studies, and World Languages	12
• STEM: Science and Math	17
• Fine Arts: Art and Music	22
• Health and Physical Education	27
• Career, Technical and Agricultural Education (CTAE)	30
• Leadership Education – JROTC	31
Special Programs	32
• Advanced Placement (AP)	32
• Advancement through Individual Determination (AVID)	33
• Dual Enrollment	34
• English for Speakers of Other Languages (ESOL)	34
• High School Remedial Education	36
• International Baccalaureate (IB)	37
• Magnet	37
• Schools of Choice	39
• Special Education	39
• Talented and Gifted	40
• Title I	41
Media Services	42
Digital Resources for Learning	43
Online Learning	44



**BOARD OF EDUCATION**  
Julia C. Bernath, *President*  
Kimberly Dove, *Vice President*  
Gail Dean • Linda McCain • Katie Reeves  
Katha Stuart • Franchesca Warren  
Dr. Mike Looney, *Superintendent*

Dear Stakeholders:

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

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

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

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

Sincerely,  
Amy Barger  
Assistant Superintendent for Learning and Teaching

## Planning Ahead - College and Career Ready

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



## Curriculum in Fulton County Schools

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

### Semester System

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

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

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

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

### Placement Procedure

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

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

### Personalized Learning

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

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

### Grading

Teachers use a variety of ongoing, developmentally appropriate methods to measure student progress such as tests, exams, rubrics, quizzes, projects, reports, homework, class participation and other assignments. Teachers should use their own judgment in determining how much weight to give each graded activity.

Grades are based on the individual student's mastery of state standards for the grade level and/or course in which the student is currently placed, subject to any Individual Education Plan (IEP). Grades should not be determined by a bell curve. Academic grades should not be lowered as a result of unsatisfactory conduct except in cases of cheating.

Student grades will be determined by using the following categories:

- Major: An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed.
- Minor: An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed.
- Practice: Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills. Practice has a maximum weight of 10 percent in the grade book.

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

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

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

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

### Grading Scale

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

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

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

### Recovery

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

## Graduation Requirements

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

### Credit for High School Courses Taken in Middle School

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

### Eligibility for Graduation

A student shall become eligible for graduation upon meeting the following criteria:

- ✓ 23 units of appropriate credit have been completed
- ✓ State assessment requirements have been met
- ✓ Attendance requirements have been met

## Graduation Requirements

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

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

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

## Course Requirement Chart

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

AREAS OF STUDY	Semester 1	Semester 2	Units Required
<b>LANGUAGE ARTS</b>			<b>4</b>
9 <sup>th</sup> Grade Literature/Composition (1.0) Required			
American Literature/Composition OR AP Lang/American Lit (1.0) Required			
Two Additional Core Credits:			
10 <sup>th</sup> Grade Literature/Composition (1.0)			
World Literature /Composition (.5 OR 1.0)			
British Literature/Composition (.5)			
Multicultural Literature (.5)			
Advanced Composition			
AP Literature/Composition (1.0)			
College English (1.0)			
<b>MATHEMATICS</b>			<b>4</b>
Algebra I (1.0) OR Coordinate Algebra (1.0) OR Accelerated Algebra I/Geometry A Honors (1.0) OR Accelerated Coordinate Algebra Honors (1.0) Required			

Geometry (1.0) OR Analytic Geometry (1.0) OR Accelerated Geometry B/Algebra II Honors (1.0) OR Accelerated Analytic Geometry Honors (1.0) Required			
Algebra II (1.0) OR CCGPS Advanced Algebra (1.0) OR CCGPS Accelerated Pre-Calculus Honors (1.0) Required			
One Additional Credit:			
Pre-Calculus (1.0)			
Mathematics of Finance (1.0)			
Advanced Mathematical Decision Making (1.0)			
Calculus			
AP Calculus AB/BC (1.0)			
AP Statistics (1.0)			
College Math (1.0)			
<b>SCIENCE</b>			
Biology OR AP Biology (1.0)			<b>4</b>
Physical Science OR Physics OR AP Physics (1.0)			
Chemistry OR AP Chemistry OR Earth Systems OR Environmental Science (1.0)			
State Approved Fourth Science Option (1.0) <a href="#">(Click HERE to access approved list)</a>			
<b>SOCIAL STUDIES</b>			
World History (1.0)			<b>3</b>
U.S. History (1.0)			
Economics (.5)			
American Government (.5)			
<b>HEALTH &amp; PHYSICAL EDUCATION</b>			
Health (.5)			<b>1</b>
Personal Fitness (.5)			
JROTC (3 units to meet the Personal Fitness requirement)			
<b>Career and Technical Education</b>			
World Language			<b>3</b>
Fine Arts			
<b>ELECTIVE UNITS</b>			
			<b>4</b>
<b>TOTAL UNITS REQUIRED (MINIMUM) TO MEET GRADUATION REQUIREMENTS</b>			<b>23</b>

### Secondary School Credentials

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

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

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

1. Completed an integrated curriculum based on the approved state standards that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career



preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction.

2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22<sup>nd</sup> birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

### **Waiver of Requirements**

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

### **Graduation Exercises**

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

### **Georgia Board of Regents' Admission Standards for Graduating Class of 2012 and Beyond**

The Board of Regents, in 2007, approved new required high school curriculum (RHSC) for students who will enter University System of Georgia (USG) institutions in 2012 or later. Students will be required to present a transcript that includes four units of language arts, four units of mathematics, four units of science, three units of social studies, and two units of the same world language. In mathematics, students who select a fourth math that is not pre-calculus or higher may have limited post-secondary options. Parents and students should evaluate specific admission requirements prior to selecting a fourth math credit.

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

### **HOPE Scholarship Eligibility**

Current information about HOPE scholarship eligibility can be found at [www.gafutures.org](http://www.gafutures.org).

### **School Counseling**

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

### **Diploma Seals**

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

### **Fine Arts Diploma Seal**

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

## **International Skills Diploma Seal**

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

## **Assessment Programs**

### **NATIONAL TESTING**

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

- PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test) - administered October 13, 2021 to all students in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. Scores of 11<sup>th</sup> grade students determine eligibility for National Merit Scholarships.
- SAT - usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT.
- ACT – An optional ACT administration is available to all FCS juniors on March 8, 2022. In addition, the test is administered five times each year at sites designated by the testing company. College-bound students should determine if colleges to which they are applying require the ACT. If so, they are encouraged to take this test in the spring of their junior year.
- Advanced Placement Exam - administered in May for college placement. Students who take and pass AP courses should plan to take the AP exam. Funding is provided.

### **STATE TESTING**

#### **Georgia Milestones**

The **Georgia Milestones Assessment System** is administered each year in one high school course per content area (Algebra I, Biology, 11<sup>th</sup> Grade Lit/Comp, US History). The purpose of the assessments is to provide a valid measure of student achievement of the rigorous state content standards, and provide a clear indication of the student's preparedness for the next educational level. The assessments require students to utilize multiple types of responses, or answers, to questions or prompts: selected responses (multiple choice items), constructed responses, extended responses, and technology enhanced items.

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student will participate in the Georgia Alternate Assessment (GAA 2.0).

#### **Georgia Alternate Assessment 2.0 (GAA)**

The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate

achievement of the knowledge, concepts, and skills inherent in the standards. Unlike the GAA, the GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in Grades 3-8 and 11. Students in Grades 3-8 and 11 will be assessed in English Language Arts and Mathematics. Students in Grades 5, 8, and 11 will also be assessed in Science and Social Studies.

**ACCESS for ELLs**

ACCESS for ELLs is administered, annually, to all English learners in Georgia. ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirements that mandates require states to evaluate EL students in grades K through 12 on their progress in learning to speak English. ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing.

\*\*All 2021-22 testing windows are subject to change based on GaDOE policy and requirements.

<b>High School Testing Windows</b>		
<b>Georgia Milestones</b> End of Course (EOC)	Participating courses to be determined	April 25 – 29, 2022
<b>Georgia Alternate Assessment</b>	Grades 11 students with significant cognitive disabilities	March 21 – April 27, 2022
<b>ACCESS for ELLs</b>	Grades 9-12 English learners	January 12 – March 2, 2022

For more information on assessments in Fulton County Schools, visit the Assessment website at <https://www.fultonschools.org/assessment>.

**Multi-tiered System of Supports (MTSS)**

Multi-tiered System of Supports is a framework that integrates data and a multi-level prevention system to maximize learning outcomes by supporting students with academic, social and emotional, attendance, and behavior needs. Building on current Response to Intervention (RTI) processes, MTSS addresses the whole child by focusing on the three tiers of intervention supports.

**What are the key components of a Multi-tiered System of Supports?**

- High quality, research-based instruction and behavioral support for all students in general education.
- Universal (district-wide) screening of academics to determine which students need intervention.
- Multiple tiers, or layers, of increasingly intense scientific, research and evidence-based interventions that are matched to student need.
- Key staff working together to develop, implement, and monitor the intervention and its efficacy.
- Continuous monitoring of student progress during intervention to determine if students are meeting their achievement goals using objective data.
- Systems in place to ensure fidelity of instruction and intervention.
- Parent involvement in the development and monitoring of a tier 3 intervention plan

### **What are the Three Tiers of a Multi-level Prevention System in MTSS?**

**Tier 1** – All students receive standards-based instruction matched to their readiness level in the general education classroom. Behavioral expectations are also specifically taught and reinforced in this tier. Schools will assess all students to determine what students are at-risk for not meeting grade level appropriate skills.

**Tier 2** –Some students will be identified with skill gaps in reading, math, or behavior. In Tier 2, identified students will receive targeted intervention in their specific area of weakness. Progress monitoring data collection occurs at a set pace to assess effectiveness of the selected intervention.

**Tier 3** – Students who are identified as having significant skill weaknesses and students who do not respond to targeted intervention in Tier 2 will participate in intensive intervention in Tier 3. Data collection occurs more frequently to ensure timely adjustments in intervention implementation. Students who receive tier 3 interventions will have the support of a Student Support Team (SST), an interdisciplinary group of general educators who meet at consistent intervals to review progress monitoring data and make data-based decisions on continuing, changing, or ceasing the intervention.

### **How Can Parents Help?** (Georgia Department of Education, 2009)

Parents are a critical partner in the continual success of the teaching and learning in school. Active participation is the key. Read the standards for your child's grade or course. Ask for ways you can help at home to improve your child's school performance. Participate in parent conference and meetings related to overall progress in the standards as well as progress related to intervention participation. Parents are invited members of a child's SST and should be included in the development of the intervention plan and attend SST meetings.

## **English/Language Arts**

### **Philosophy**

Whether reading is used to enter into the imaginative world of fiction; learn from academic texts; meet workplace demands; acquire insight and knowledge about people, places, and things; or understand a graphic on an Internet website; readers adapt their skills and strategies to meet the comprehension demands of a particular task at hand. Fulton County Schools believe that students' literacy skills and strategies can be cultivated to do so in all content areas. Literacy-rich classrooms integrate the teaching of disciplinary literacy skills and strategies into real-world contexts and give students opportunities to read and respond critically to text; write creatively, expressively, and analytically; develop effective oral language skills; investigate and present topics of interest using research methods; and use media and technology to communicate for a variety of purposes.

### **Goals**

Through our English/language arts program, the learner will

- communicate and interact effectively with others in the world;
- think, interpret, create, and respond critically in a variety of settings to a myriad of print and non-print text; and
- access, use, and produce multiple forms of media, information, and knowledge in all content areas

The curriculum is comprised of the Georgia Standards of Excellence (GSE) and focuses on teaching students literacy. In striving to improve student achievement and to provide a high quality education for all students in Fulton County, we are committed to the reading and writing process. In order to prepare students to be college and career ready, high school students experience wide and deep reading of literature and nonfiction of steadily increasing sophistication in the English Language Arts classroom.

Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. They also write and participate in a variety of conversations in which they assert and defend claims to show what they know about a subject using appropriate examples and evidence.

<b>GSE 9-12 Strands/Standard Framework</b>
<b>Strand: Reading for Literature (RL)</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details: RL1, RL2, RL3</li> <li>• Craft and Structure: RL4, RL5, RL6</li> <li>• Integration of Knowledge and Ideas: RL7, RL9</li> <li>• Range of Reading/Text Complexity: RL10</li> </ul>
<b>Strand: Reading for Information (RI)</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details: RI1, RI2, RI3</li> <li>• Craft and Structure: RI4, RI5, RI6</li> <li>• Integration of Knowledge and Ideas: RI7, RI8, RI9</li> <li>• Range of Reading/Text Complexity: RI10</li> </ul>
<b>Strand: Writing (W)</b>
<ul style="list-style-type: none"> <li>• Text Types and Purposes: W1, W2, W3</li> <li>• Production/Distribution: W4, W5, W6</li> <li>• Research/Present Knowledge: W7, W8, W9</li> <li>• Range of Writing: W10</li> </ul>
<b>Strand: Speaking and Listening (SL)</b>
<ul style="list-style-type: none"> <li>• Comprehension and Collaboration: SL1, SL2, SL3</li> <li>• Presentation of Knowledge and Ideas: SL4, SL5, SL6</li> </ul>
<b>Strand: Language (L)</b>
<ul style="list-style-type: none"> <li>• Conventions of Standard English: L1, L2</li> <li>• Knowledge of Language: L3</li> <li>• Vocabulary Acquisition and Use: L4, L5, L6</li> </ul>

**Requirements**

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

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

**Social Studies**

**Philosophy**

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



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

## Goals

The social studies curriculum is designed to:

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

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

All students are required to earn a total of three units of social studies credit in the following courses:

- American Government (one semester)
- World History (year-long)
- U.S. History (year-long)
- Economics (one semester)

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

## Social Studies Courses

Economics	College Psychology
AP Macroeconomics	Human Behavior
AP Microeconomics	Human Relationships Sociology
World Geography	Current Issues
AP Human Geography	Social Issues Through Media
Local History	Economics S (IB Program)
U.S. History	9 <sup>th</sup> Grade International Studies M (Magnet)
AP U.S. History	Comparative Religion
AP Government Politics U.S.	Sociology M (Magnet)
AP Government Politics Comparative	U.S. History M (Magnet)
AP Psychology	World Area Studies M (Magnet)
Psychology	World History M (Magnet)
African History	AP European History
International Affairs	American Government
Russian History	Constitutional Law
20 <sup>th</sup> Century Germany	Political Science
World History	Political Theory

AP World History  
Sports in American Society  
IB History of the Americas

Anthropology  
IB Theory of Knowledge  
IB Global Politics

## World Language

### Philosophy

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

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

### Program Goals:

The goal of Fulton County Schools World Languages is to guide students in their mastery of the FCS World Languages Prioritized Standards [adopted from the American Council on the Teaching of Foreign Languages (ACTFL) national performance standards] by providing proficiency-based instruction that is personalized to student needs. Specific proficiency targets for high school fall in the Novice and Intermediate-High levels of the ACTFL Proficiency Scale. Graduating seniors who have attained an Intermediate-High level of proficiency in a world language, as evidenced by earning a 4/5 on the AP exam or a 5/7 on the IB exam, may be eligible to earn the Georgia Seal of Biliteracy. Graduating seniors may also work toward earning the International Skills Diploma Seal as a result of completing a prescribed number of courses with an international focus, completing community service hours and presenting a Capstone project.

### For Modern Languages, these standards consist of “The 5 Cs”:

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

**For Latin, these standards consist of “The 4 Cs”:**

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

**Textbooks**

Chinese	EMC Publishing, <i>Zhēn Báng!</i> Levels 1-4, 2017; Cheng & Tsui, <i>Integrated Chinese AP Chinese</i> , 2010
French	Vista Higher Learning, <i>D’Accord</i> Levels 1-4, 2019; <i>Thèmes AP French Language</i> , 2016
German	Vista Higher Learning, <i>Mosaik</i> Levels 1-3, 2021; <i>Denk Mal</i> Levels 4-5 and AP German, 2016
Japanese	Cheng & Tsui, <i>Adventures in Japanese</i> Levels 1-3, <del>2015</del> ; <i>Further Adventures in Japanese</i> Level 4, <del>2015</del> ; <i>Strive for 5 AP Japanese</i> , 2015
Latin	Cambridge University Press, <i>Cambridge Latin Course, 5ed</i> Levels 1-3, 2015; <i>Caesar de bello Gallico/Vergil Aeneid AP Latin</i> .
Spanish	Vista Higher Learning, <i>Descubre</i> Levels 1-4, 2017; <i>Imagina</i> Level 5, 2015; <i>Temas AP Spanish Language</i> , 2020; Holt-McGougal Littell, <i>Abriendo Puertas AP Spanish Literature</i> , 2013.
Spanish for Native Speakers	Vista Higher Learning, <i>Descubre</i> , 2017; <i>Galería de lengua y cultura</i> Levels 1-3, 2020.

**Assessment**

Assessment is an important part of the educational process that communicates the value which our society places on learning. Assessment results keep both parents and students informed about their progress in the course. Students are evaluated in a variety of ways including unit tests and quizzes (both teacher-made and commercially-produced), oral and written performance on designated material as well as impromptu situations, responding to questions and other language expressions, class participation, projects, and completion of class and homework assignments. Performance based assessments are also used throughout the school year to assess student proficiency in speaking and writing. District-wide Final Common Assessments are given at the end of the school year students through Level 3 to assess overall student performance.

**Language as a Primary Skill — Required for a Job**

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

**Language as Auxiliary Skill-- Highly Useful or Required**

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



### Language as Auxiliary Skill -- Useful with Other Skills

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

### Language Courses and Levels

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

H = Honors

## Science

### Philosophy

In 2017-2018, the state of Georgia implemented The Georgia Standards of Excellence in Science focus on 3-Dimensional learning which incorporates science content, crosscutting concepts, and science & engineering practices as outlined in *A Framework for K-12 Science Education (2011)*. Notable features of the standards include student engagement in science and engineering practices such as designing and carrying out investigations, developing and using models, analyzing data, and constructing arguments. Each standard begins with the science practice, "obtain, evaluate and communicate" which emphasizes the importance of students gathering, reasoning, and communicating about scientific concepts and data. Scientific phenomena such as floating magnets, weather balloons, silt fences, and types of cookware to anchor units of study. Fulton County believes every aspect of science education encountered by students should enhance their understanding of science; enabling them to become environmentally, scientifically, and technologically literate citizens.



### Goals

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

- Engage and explore scientific concepts through science and engineering practices;
- Experience the richness and excitement of knowing about and understanding the natural world;
- Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions;

- Engage intelligently in public discourse and debate about matters of scientific and technological concern; and
- Increase their economic productivity through their knowledge, understanding, and skills as a scientifically literate person in their careers.

### Graduation Requirements

All students since 2008-2009 are required to have four credits of science for graduation including:

- a full unit (year-long course) of a biological science (Biology or AP/IB Biology)
- a full unit (year-long course) of a physical science (Physical Science, Physics, or AP/IB physics)
- a full unit (year-long course) of a chemical science (Earth Systems, Environmental Science, Chemistry) or an AP/IB Science.
- a full unit (year-long course) of a science selective from the science course list below. Certain CTAE courses can also be considered fourth science credit courses. Please reference your school's course catalog to determine your school's science course offerings.

### High School Overview

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

<b>3-Dimensions of Science</b>	
<p style="text-align: center;"><b>Science &amp; Engineering Practices</b></p> <ul style="list-style-type: none"> <li>• Asking questions and defining problems</li> <li>• Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematics and information and computer technology</li> <li>• Developing explanations and designing solutions</li> <li>• Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>	<p style="text-align: center;"><b>Crosscutting Concepts</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Cause and effect</li> <li>• Scale, proportion and quantity</li> <li>• Systems and system model</li> <li>• Energy and matter</li> <li>• Structure and function</li> <li>• Stability and change</li> </ul> <p style="text-align: center;"><i>Crosscutting concepts are used to help scientists organize scientific information.</i></p>
<b>Science Content Core Ideas</b>	
<b>Astronomy</b>	This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe, and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, and black holes. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.
<b>Biology</b>	Students explore biological science by engaging in science and engineering practices and crosscutting concepts to better understand cellular structure and the role these structures play in living cells; develop an understanding of the role bio-macromolecules to life processes; analyze how genetic information is passed on to

	offspring and how these mechanisms lead to diversity of species; use cladograms and phylogenetic trees to determine relationships among major groups of organisms; and recognize the role of the theory of evolution in explaining how the diversity observed within species has led to the diversity of life across species through a process of descent with adaptive modification.
<b>Botany</b>	This course provides the student with an introduction to the field. The standards prepare students for continued research of a career in fields related to botany. The skills a student masters through this coursework should help to prepare them for a related occupation, demonstrate proficiency in a college course of the same nature, and enrich their skill level for any additional science courses. Students should gain an ability to notice plants in their own environment, recognize the importance of plants to the planet and in human affairs, as well as appreciate the unique biological features of plants.
<b>Chemistry</b>	Students explore chemical science by engaging in science and engineering practices and crosscutting concepts to better understand more abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes; use the periodic table to help with the identification of elements with particular properties, recognize patterns that lead to explain chemical reactivity and bond formation; apply the IUPAC nomenclature in order to predict chemical names for ionic (binary and ternary), acidic, and inorganic covalent compounds, and conduct experiments to manipulate factors that affect chemical reactions.
<b>Earth Systems</b>	Students explore earth science by engaging in science and engineering practices and crosscutting concepts to better understand Earth systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. These standards engage the students in constructing explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.
<b>Environmental Science</b>	Students explore environmental science by engaging in science and engineering practices and crosscutting concepts to better understand the many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and evaluate types, availability, allocation, and sustainability of energy resources. Instruction should focus on student data collection and analysis from field and laboratory experiences. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended.
<b>Forensic Science</b>	The Forensic Science Georgia Standards of Excellence are designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, 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.

<b>Human Anatomy &amp; Physiology</b>	Human anatomy and physiology is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Whenever possible, careers related to medicine, research, healthcare and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.
<b>Physical Science</b>	Students explore physical science by engaging in science and engineering practices and crosscutting concepts to better understand abstract concepts such as the conceptualization of the structure of atoms and the role they play in determining the properties of materials, motion and forces, the conservation of energy and matter, wave behavior, electricity, and the relationship between electricity and magnetism; the idea of radioactive decay is limited to the understanding of whole half-lives and how a constant proportional rate of decay is consistent with declining measures that only gradually approach to zero.
<b>Physics</b>	Students explore physical science by engaging in science and engineering practices and crosscutting concepts to better understand more abstract concepts such as nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties and interactions of matter, electromagnetic and mechanical waves, and electricity, magnetism and their interactions. Students investigate physics concepts through experiences in laboratories and field work using the science and engineering practices.
<b>Zoology</b>	In this course, students will recognize key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today. In addition to classification and recognition, this course teaches students about the anatomical and physiological characteristics of animals. These characteristics relate to how an animal functions and can help students see the connections uniting animal groups. An understanding of form and function allows students to study how animals have evolved over time and to relate animals to their role in an ecosystem. Finally, students will develop an understanding that all living things are interconnected. Students should realize that the worldwide activities of humans can contribute to animal diversity both positively and negatively. It should also be understood that humans are dependent on animal species for advances in medicine, ecosystem maintenance, and food supply.

### Science Courses

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

## Mathematics

### Philosophy

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

### Goals

The goals of the 9-12 mathematics program are to:

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

### Curriculum Content for High School Mathematics

Fulton County Schools implements the Georgia Standards of Excellence (GSE) for mathematics. Fulton County follows the discrete or traditional pathway of Algebra I, Geometry, Algebra II and Pre-Calculus. The vision for this mathematics curriculum is achieving a balance among concepts, skills, and problem solving. Teachers will ask purposeful questions that draw out evidence of student thinking and motivate students to persevere in their problem-solving process. Teachers strive to create student-centered classrooms where students engage in rich mathematical tasks and experiences that create mathematical discussions among students. Teachers will ask purposeful questions that draw out evidence of student thinking and motivate students to persevere in their problem-solving process. The curriculum stresses rigorous concept development, presents realistic and relevant applications, and keeps a strong emphasis on computational skills. The Georgia Standards of Excellence for mathematics are organized into content standards and standards for mathematical practice. The content standards for high school are organized into five strands: number and quantity, geometry, statistics and probability, algebra, and functions. The standards for mathematical practice are an essential part of learning for all students. Students will use the practice standards as a way of acquiring and using content knowledge. The eight practice standards emphasize problem solving, reasoning, representation, modeling, connections and communication. These strands are consistent throughout the K-12 Mathematics Curriculum.

### Courses (CR - Credit Recovery)

Algebra I  
Algebra I (CR)  
Accelerated Algebra I/Geometry A Honors  
Geometry  
Geometry (CR)  
Accelerated Geometry B/Algebra II Honors  
Algebra II  
Algebra II (CR)

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

## Art Education

### Philosophy

It is our mission to create the next generation of fine artists, fine arts appreciators, fine art critics and fine art patrons.

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

- functions and styles of art in a wide range of cultures and societies
- influences, impact, and relationships of art to events and the human condition throughout history
- purposes, functions, and theories of art and artists in society
- knowledge, application and use of a variety of art media, skills, techniques, and processes.

The study of art provides opportunities to nourish high-level thinking. When well taught, skills associated with artistic thinking include the ability to see clearly, analyze, reflect, make judgments, forge connections among ideas and information, and generate new ideas from diverse sources. Three additional issues are integrated fully into curriculum for art education:

Cultural diversity: Visual Art in Fulton County integrates cultural contexts and a wide range of cultures across space and time.

Interdisciplinary connections: Art specialists are encouraged to seek opportunities to work with classroom teachers to integrate a variety of curriculum content into art and art content into curriculum. Art education is embedded within contexts and culture across and time *and geography*. We not only incorporate issues and concerns of cultural diversity, *but we also celebrate*, and support them with hundreds of *contemporary and historical* resources.

### High School Art Education Organization

As the focus and goals of each high school vary at each FCS high school as do Fine Arts Pathways and other visual art offerings. Some high schools have two fully certified art teachers, some three and/or four; some include certified art teachers with a primary Fine Arts Pathway Focus such as Drawing, Painting or

Ceramics and some schools have more specialized courses to a Fine Arts Pathways such as Photography, Fashion Design, Jewelry & Metalcrafts or Video and Filmmaking. Visual Art Comprehensive is the pre-requisite for all other pathways in Visual Art.

### Reading, Writing, and Art Education

With an emphasis on reading throughout the school system, reading in art education has become an essential component of our program. We are formulating new ways to look at, study, contemplate, and “read” works of art and other art images as “visual text.”

### Technology and Art Education

The world today depends upon being able to, with a discriminating eye, “read”, interpret, consume, and (often) produce technologically rendered visual imagery. Digital and cloud based technologies are making it easier for students to make art that they can publish and share. The creative use of technology has become increasingly critical to success in the world beyond the classroom. Fulton County Schools Personalized Learning initiative has been essential in successful integration of technology. The Fine Art Department along with the Instructional Technology Department have upgraded all high school art programs with industry standard computers and equipment.

### Adaptive Art

Most students with exceptionalities and special needs attend regular art classes. Adaptive Art Specialists, however, serve certain self-contained special education classes, special needs middle school and special needs high school. Adaptive Art is designed to accommodate unique sensory, orthopedic, and developmental needs. The process is highly individualized to adapt concepts, subject matter, tools, and materials to myriad special needs.

### Curriculum and Goals

The Fulton County High School Art Education Curriculum aligns to the Georgia Standards of Excellence in Visual Art. Visual Art Comprehensive I is the pre-requisite for all other pathways in Visual Art. The curriculum is framed around four areas of instruction: **Creating, Presenting, Responding** and **Connecting**.

### Assessment of Art Education

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

### VISUAL ART COURSES

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

Visual Art High School Courses 2021-2022 School Year		
Visual Art/Comp I*	Photography I	Sculpture I
Visual Art/Comp II*	Photography II	Sculpture II
Visual Art/Comp III	Photography III	Sculpture III
Visual Art/Comp IV	Photography IV	Sculpture IV

Drawing I Drawing II Drawing III Drawing IV	Graphics & Design I Graphics & Design II Graphics & Design III Graphics & Design IV	Ceramics I Ceramics II Ceramics II Ceramics IV
Painting I Painting II Painting III Painting IV	Video and Film Making I Video and Film Making II Video and Film Making III Video and Film Making IV	Jewelry & Metalcrafts I Jewelry & Metalcrafts II Jewelry & Metalcrafts III Jewelry & Metalcrafts IV
Drawing & Painting I Drawing & Painting II Drawing & Painting III Drawing & Painting IV	Fashion Design I Fashion Design II Fashion Design III Fashion Design IV	Printmaking I Printmaking II Printmaking III Printmaking IV
Art History I Art History II Media Arts I Media Arts II	Digital Design I Digital Design II Digital Design III Digital Design IV	Applied Design I Applied Design II Applied Design III Applied Design IV
Magnet Levels of Regular Art Courses	IB Standard Level Art IB Higher Level Art IB Standard Level Film IB Higher Level Film	AP Art History AP Art: 2-D Art and Design AP Art: 3-D Art and Design AP Art: Drawing

### Visual Arts Pathway, Fine Arts Diploma Seal (FADS) & Careers in the Creative Industries

Students who continue in visual art in high school may elect to earn the Georgia Department of Education Fine Art Diploma Seal. This distinguished honor is awarded to graduating seniors meeting specific qualifications in their Fine Arts Pathways.

The FADS is a signal to **employers** and **higher education** institutions that a student is prepared to participate in Georgia's robust Creative Industries sector. For specific requirements [follow this link](#) and for more information contact the high school guidance counselor.

**The creative industries** are a **62-billion-dollar sector** in Georgia's economy employing more than 200,000 artists, actors, dancers, musicians and arts administrators. The goal of students following a Fine Arts Pathway is to prepare students for college and careers in the creative industries and beyond. *"Many STEM companies are looking for employees with liberal arts backgrounds as those employees are considered keys to the growth of the company."* (Pimentel, EdSurge, 2/25/2019).

## Music Education

### Philosophy

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

Each student is unique and should learn to make independent judgments and informed choices with regard to personal needs. A developmental, sequential and productive music education program



encourages self-directed learning and creativity. Past musical experiences enable students to build a value system, which is applied to new musical experiences.

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

### **Goals**

Support students in building a lifelong relationship with music as consumers, producers and performers

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

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

### **Music Courses**

Beginning Chorus I, II, III, IV

Intermediate Chorus I, II, III, IV

Advanced Chorus I, II, III, IV

Mastery Mixed Chorus I, II, III, IV

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

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

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

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

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

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

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

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

Beginning Piano I, II, III

Intermediate Piano I, II

Advanced Piano I, II

Beginning Band I, II, III, IV

Intermediate Band I, II, III, IV

Advanced Band I, II, III, IV

Mastery Band I, II, III, IV

Percussion I, II, III, IV

Advanced Jazz I, II, III, IV

Beginning Orchestra I, II, III, IV

Intermediate Orchestra I, II, III, IV

Advanced Orchestra I, II, III, IV

Mastery Orchestra I, II, III, IV M

Chamber Music I, II, III, IV

Beginning Guitar Techniques I, II, III

Advanced Guitar I, II, III

International Baccalaureate Music

## **Non-Performing Courses**

Music Theory I, II  
AP Music Theory  
Music Appreciation  
Ethnic Music Studies I, II  
Beginning Music Technology  
Intermediate Music Technology  
Advanced Music Technology

## **Theatre Education**

### **Philosophy**

It is our mission to create the next generation of fine artists, fine arts appreciators, fine art critics and fine art patrons. As one of the oldest forms of education theatre provides people with opportunities for empathetic and self-reflection through observation and analysis which culminate in live performances that foster creativity, self-expression, confidence, and active communication. The process of creating a theatrical performance requires artists to engage in the highest levels of thinking.

### **Goals**

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

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

#### **Theatrical Analysis**

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

#### **Theatrical Performance and Execution:**

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

- II. The other function of theatrical education in the larger context of educating the whole student is to combat compartmentalization of knowledge in other disciplines by making cross curricular and real-world connections through:
  - Researching cultural and historical information to support artistic choices
  - Integrating various art forms, other content areas, and life experiences to create theatre
  - Examining the roles of theatre as a reflection of past and present civilizations
  - Exploring the business of theatre
  - Engaging actively and appropriately as an audience member in theatre and other media experiences

## Theater Courses

Fundamentals of Theatre I Fundamentals of Theatre II Fundamentals of Theatre III Fundamentals of Theatre IV	Advanced Drama I Advanced Drama II Advanced Drama III Advanced Drama IV	Technical Theater I Technical Theater II Technical Theater III Technical Theater IV
Acting I Acting II Acting III Acting IV	Musical Theater I Musical Theater II Musical Theater III Musical Theater IV	Lighting Design I Lighting Design II Lighting Design III Lighting Design IV
Acting & Production in Film I Acting & Production in Film II Acting & Production in Film III Acting & Production in Film IV	Film and Television I Film and Television II Film and Television III Film and Television IV	IB Theatre Year I IB Theatre Year I IB Film Year I IB Film Year II
Theater Arts/ History and Literature I Theater Arts/ History and Literature II	Dramatic Writing (Film, Television, and Theatre) <b>Course meets fourth English Language requirement</b> Theater Management	

### Theatre Arts Pathway, Fine Arts Diploma Seal (FADS) & Careers in the Creative Industries

Students who pursue Theatre in high school may elect to earn the Georgia Department of Education Fine Art Diploma Seal. This distinguished honor is awarded to graduating seniors meeting specific qualifications in their Fine Arts Pathways.

The FADS is a signal to **employers** and **higher education** institutions that a student is prepared to participate in Georgia's robust Creative Industries sector. For specific requirements [follow this link](#) and for more information contact the high school guidance counselor.

**The creative industries** are a **62-billion-dollar sector** in Georgia's economy employing more than 200,000 artists, actors, dancers, musicians and arts administrators. The goal of students following a Fine Arts Pathway is to prepare students for college and careers in the creative industries and beyond. *"Many STEM companies are looking for employees with liberal arts backgrounds as those employees are considered keys to the growth of the company."* (Pimentel, EdSurge, 2/25/2019).

## Health & Physical Education

### Philosophy

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

will be able to plan and implement different types of personal fitness programs; participate in lifetime activities; and model responsible behaviors while engaged in physical activity.

### **Health Education**

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

Fulton County Schools will offer growth and development and human sexuality/HIV/AIDS education units to all students enrolled in a health course beginning in fifth grade. By state mandate, all public school systems in Georgia must include human sexuality as one facet of the comprehensive health education program. Our school system believes that all students should be equipped with factually accurate and appropriate information about these topics. Students who are armed with the facts are better informed to make healthy decisions. All content and instruction is implemented with sensitivity and are abstinence-based. However, the instruction that occurs in our schools should complement what is being taught at home and your values and expectations should be made very clear to your children.

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

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

### **Personal Fitness**

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

### **FitnessGram**

As part of your child's physical education program and their comprehensive health and physical education plan, individual levels of fitness will be tested using FITNESSGRAM, the state mandated fitness assessment program. The FITNESSGRAM is a five part comprehensive fitness assessment designed to measure cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. This fitness assessment will be administered to all students in grades 1-12 that are enrolled in a physical education course regardless of age, gender, or ability. Students are encouraged to be self-aware of their health-related fitness and to take responsibility by setting personal fitness goals. When students focus on continually improving their levels of fitness, a positive and lifelong impact can be achieved. As part of

this process, your child's height and weight will be confidentially measured and recorded to determine the students Body Mass Index. Parent and/or guardians will receive a copy of their child's FITNESSGRAM score report indicating their body composition, aerobic capacity, abdominal strength, upper body strength, and flexibility at the end of the school year. As the parent of a minor, Georgia law gives you the option of not having your child's height and weight measured at school. If you choose to exempt your child from this portion of the FITNESSGRAM Test, you will need to notify the school and physical education teacher in writing, but you will still receive a copy of the report with this section left blank.

### Adapted Physical Education

Adaptive services are provided to students with a variety of exceptionalities when it has been determined that the general physical education setting is not the least restrictive environment for the student. Once parent consent had been obtained, the CTAPE/LaMAP learning assessment will be conducted by an adaptive physical education teacher to identify potential students. Qualifying students must have adaptive physical education included in their IEP. Based on the strengths and weaknesses shown by the learning assessment, the adaptive physical education teacher will act as a member of the IEP team to write IEP present levels of performance for physical education along with possible goals which would be addressed during adapted physical education.

### Special Olympics

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

- 1) 8 years of age or older
- 2) completed physical form with doctor signature
- 3) participate in an eight-week training program with a certified coach before all competitions
- 4) has an intellectual disability

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

<b>Health and Physical Education Courses</b>	
<p><b>General Physical Education</b>                      General Physical Education I                      General Physical Education II                      General Physical Education III                      General Physical Education IV                      Theory in Physical Education</p>	<p><b>INTRODUCTORY SPORTS</b>                      Introductory Team Sports                      Introductory Lifetime Sports                      Introductory Track and Field                      Introductory Outdoor Education                      Introductory Rhythmics and Dance                      Introductory Recreational Games                      Introductory Gymnastics, Stunts and Tumbling</p>
<p><b>INTERMEDIATE SPORTS</b>                      Intermediate Team Sports                      Intermediate Lifetime Sports                      Intermediate Track and Field                      Intermediate Outdoor Education                      Intermediate Rhythmics and Dance                      Intermediate Recreational Games                      Intermediate Gymnastics, Stunts and Tumbling</p>	<p><b>ADVANCED SPORTS</b>                      Advanced Team Sports                      Advanced Lifetime Sports                      Advanced Track and Field                      Advanced Outdoor Education                      Advanced Rhythmics and Dance                      Advanced Recreational Games                      Advanced Gymnastics, Stunts and Tumbling</p>

<b>PERSONAL FITNESS AND CONDITIONING</b> Personal Fitness Physical Conditioning Aerobic Dance Weight Training Body Sculpting Intermediate Aerobic Dance Exercise & Weight Control	<b>ADVANCED PERSONAL FITNESS AND CONDITIONING</b> Advanced Aerobic Dance Advanced Personal Fitness Advanced Physical Conditioning Advanced Weight Training Advanced Body Sculpting Advanced Exercise and Weight Control
<b>Health Education</b> General Health First Aid and Safety Principles of Athletic Training/Sports Medicine	<b>Adaptive PE</b> Adaptive Physical Education I Adaptive Physical Education II Adaptive Physical Education III Adaptive Physical Education IV

## Career, Technical and Agricultural Education

### Philosophy

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

### Goals

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

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

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

## Pathway Courses

Currently, Fulton County Schools offers course studies in the following career clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio-Video Technology and Communications
- Business, Management & Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

## Fulton Schools College & Career Academy

The Fulton Schools College & Career Academy (FSCCA), which opened in 2016, is a program focused on Career, Technical and Agricultural Education (CTAE) where students can complete an entire CTAE pathway in one academic year. The CTAE offerings include Audio Video Technology & Film, Aviation, Construction, Culinary Arts, Digital Media & Animation, and Teaching as a Profession. In addition to earning industry credentials through the coursework and certification exams, students can participate in internship and job shadowing opportunities as well as Dual Enrollment.

For more information about Career, Technical and Agricultural Education and the specific programs that are offered at each school, please go to <https://www.fultonschools.org/ctae>.

## Leadership Education – Army JROTC

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



a military officer may enroll in Senior ROTC (college preparation programs). Scholarship opportunities are available for all branches of military service.

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

**This program intends to teach students to:**

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

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

**JROTC Courses**

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

**Advanced Placement (AP)**

Advanced Placement (AP) is a program of college-level courses taught in the high school setting by high school teachers. All AP courses have been approved by College Board and provide students with the opportunity to seek advanced coursework leading to advanced placement and/or college credit through successful completion of a College Board AP examination. All students taking and passing AP courses are expected to take the AP examination unless they follow the opt out process. The purposes for taking an AP course are to learn a subject in greater depth, to develop analytical reasoning skills, and to develop disciplined study habits appropriate for continued success at the college level. Compared



with regular high school courses, AP courses are more demanding, requiring more time and work outside of the school day, including the summer prior to the start of a course. Research shows, students that complete AP classes are better prepared for the demands of college.

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

Art <ul style="list-style-type: none"> <li>• Art History</li> <li>• Studio: Drawing Portfolio</li> <li>• Studio: 2D Design</li> <li>• Studio: 3D Design</li> </ul>	Science <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Environmental Science</li> <li>• Physics 1</li> <li>• Physics 2</li> <li>• Physics C Electricity &amp; Magnetism</li> <li>• Physics C Mechanics</li> </ul>	World Language <ul style="list-style-type: none"> <li>• French</li> <li>• Latin</li> <li>• Spanish</li> <li>• Chinese</li> </ul>
Computer Science <ul style="list-style-type: none"> <li>• Computer Science A</li> <li>• Computer Science AB</li> <li>• Computer Science Principals</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>• Economics (Macro/Micro)</li> <li>• European History</li> <li>• US Government and Politics</li> <li>• Comparative Government and Politics</li> <li>• Human Geography</li> <li>• Psychology</li> <li>• US History</li> <li>• World History</li> </ul>	Language Arts <ul style="list-style-type: none"> <li>• Language and Composition</li> <li>• Literature and Composition</li> </ul>
Mathematics <ul style="list-style-type: none"> <li>• Calculus (AB/BC)</li> <li>• Statistics</li> </ul>	Music <ul style="list-style-type: none"> <li>• Music Theory</li> </ul>	Capstone Courses <ul style="list-style-type: none"> <li>• Seminar</li> <li>• Research</li> </ul>

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

### **Advancement through Individual Determination (AVID)**

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

At the secondary level, AVID builds a college-going and career culture by bringing best practices and methodologies to high school students. The goal is to close the achievement gap by preparing students for, and supporting them in, the toughest courses schools offers. That goal starts with the AVID elective class and grows schoolwide. The AVID elective class is comprised of students who follow an application process and are selected to participate in AVID. The AVID elective class provides explicit instruction in writing, inquiry, collaboration, organization, and reading (WICOR) strategies so that students have the skills necessary to meet the expectations of rigorous courses. AVID supports students taking honors and Advanced Placement courses by building a community, providing academic help from peers and tutors,

and participating in motivational activities to help students achieve their dreams. Students not in the AVID elective are supported by AVID educators who integrate strategies and best practices into content area classes.

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

### Dual Enrollment

**Interested in taking college courses while in high school at no cost to you?** If so, Georgia's Dual Enrollment Program allows students enrolled at a participating eligible public high school to receive funding for college courses. Through Dual Enrollment **students can take college courses** for credit towards both high school graduation and college!



#### Dual Enrollment Participation & Eligibility

- Enrolled in a Fulton County School high school, and
- Has not received a high school diploma, and
- Meets admission requirements and has been accepted by an eligible postsecondary institution, and
- Beginning Summer 2020, has not withdrawn from two or more college courses, and
- Meets district, college, and local high school deadlines.
- Meets grade level eligibility requirements set forth by HB444. 9<sup>th</sup> Graders (Not Eligible), 10<sup>th</sup> Graders ([Conditional Eligibility](#)), 11<sup>th</sup>-12<sup>th</sup> Graders (Eligible)

If you are interested in dual enrollment, please reach out to your high school counselor. High school counselors can assist with the dual enrollment process.

### English for Speakers of Other Languages (ESOL)

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

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

#### Goals

The WIDA English Language Proficiency Standards are:

- English language learners communicate for social and instructional purposes within the school setting.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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

## **Levels of Language Proficiency**

### **Level 1 – Entering**

English learners at the Entering level will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

### **Level 2 - Emerging**

English learners at the Emerging level will process, understand, produce or use:

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

### **Level 3 – Developing**

English learners at the Developing level will process, understand, produce or use:

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

### **Level 4 – Expanding**

English learners at the Expanding level will process, understand, produce or use:

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

### **Level 5 – Bridging**

English learners at the Bridging level will process, understand, produce or use:

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports

- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

### **ESOL Program Courses**

All courses carrying ELA credit follow GSE and WIDA Standards

- Communication Skills I
- Communication II
- Oral Communication in the Content Areas
- Reading & Listening in the Content Areas
- Writing in the Content Areas
- 9<sup>th</sup> Composition/Literature (Sheltered)
- 10<sup>th</sup> Composition/Literature (Sheltered)
- American Literature (Sheltered)
- Multicultural Literature (Sheltered)
- World Literature (Sheltered)

## **High School Remedial Education**

### **Purpose**

The Remedial Education Program (REP) for high school is intended for students in grades 9-12, who have identified deficiencies in reading, writing, and/or in mathematics. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics. Specifically, REP provides a structure for additional instruction and evidence-based interventions to ensure students meet grade level expectations at the high school level.

### **Program Structure**

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

### **Staff**

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

### **Delivery Models**

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

### **Class Size**

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

### **Instructional Segments of Service**

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

### **Eligibility**

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

can identify potential student candidates for REP. The academic risk report provides normed data for recent assessments in an efficient manner so schools can easily triangulate information to identify students who could benefit from the remedial education program.

### **Assessment and Accountability**

Schools maintain individual student assessment data and report achievement of the student served. This documentation is used to measure student achievement and program success. Students must be moved into REP, provided assistance through documented interventions, and moved out of REP upon reaching grade level performance. Students placed in REP must be administered a progress monitoring assessment that will reflect achievement gains throughout the academic year.

## **International Baccalaureate Program (IB)**

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

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

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

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

## **Magnet Programs**

Fulton County offers students a choice of four magnet programs: **International Studies** at Riverwood High School, **STEAM** at Westlake High School, **Math and Sciences, Visual and Performing Arts, or Dual Magnet** at North Springs High School, **Junior Achievement Magnet Business Academy** at Banneker High School and **Visual and Performing Arts** at Tri-Cities High School. As in other high school programs, magnet program students must complete core curriculum courses and may also qualify for and take Advanced

Placement and honors classes. Unlike other high school programs, magnet programs require students to take at least one unit per year in their major area of interest.

- **Math and Sciences Magnet Program**

North Springs offers enrichment and acceleration opportunities in mathematics and science. Students interested in working with numbers, problem solving from a mathematical point of view, learning about science, conducting experiments, engaging in research or mathematical modeling may find the math and science magnet program at North Springs High School is the place to pursue their passions.

- **3DE by Junior Achievement**

The 3DE is an innovative school model, between Junior Achievement (JA) and Fulton County Schools (FCS), designed to provide rigorous standards-based education infused with career-readiness, entrepreneurship and financial literacy skills that are the hallmarks of a JA education. Hosted at Banneker and Northview High Schools, this magnet is open to all FCS high school students.

**Goals**

- Provide an academically rigorous foundation for relevant, 21st Century careers
- Design special courses that offer real world problem and inquiry-based instruction
- Develop partnerships with businesses and colleges that provide students with instructional and internship experiences
- Provide academic and extracurricular activities to support student achievement

- **International Studies Magnet Program**

Students accepted into the international studies program at Riverwood study world issues and the role of the United States in the global arena. Computer links give the students opportunities to communicate with students in other countries. Educational outreach programs abroad give students a close-up view of the global community. Guests from other countries and in-depth discussions of international issues are features of the program.

In addition to studying international business and social studies, international studies magnet students have an opportunity to gain proficiency in at least one world language—Chinese, Hebrew, Latin, Japanese, French or Spanish. In the junior year of the program, students specialize their course of study by selecting unique courses in social studies or by taking a second world language.

- **Visual and Performing Arts Magnet Program**

Students who are serious about art, music, theater or dance find an outlet for their creativity in the Visual and Performing Arts Magnet Program at Tri-Cities high school. Students accepted into this program are continually presenting their latest creative work to audiences throughout the metro Atlanta area. A wide range of classes and activities abound--ballet, jazz band, sculpture, acting, tour show, play production, piano, voice, ceramics, set design, commercial design, graphic arts and printing.

- **STEAM - Science Technology Engineering Arts and Math – Program**

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

**Additional information about the magnet programs can be obtained from the high school administration/ counselors or by calling the Fulton County Schools Advanced Studies department at (470) 254-6781.**

## Schools of Choice

Fulton County Schools operates five schools of choice across the district. **Fulton Academy of Virtual Excellence (FAVE)** is a full-time virtual school for students in third to eleventh grade. **Global Impact Academy** in south county and **Innovation Academy** in north county offer a STEM based learning opportunities. **Independence High School** in north county and **McClarín Success Academy** in south county recognize that one size does not fit all when educating youth. These schools use blended learning to provide a flexible, student-centered learning environment where students can pursue their individual goals.

## Special Education-Services for Students with Disabilities

### Philosophy:

The Services for Exceptional Children Department ensures the instruction of students with disabilities is grounded in grade-level standards, specially designed to meet the individual needs of each student and tailored to promote growth and learning.

Our philosophy is grounded in the following Value Statements:

- **The belief that all students with disabilities are capable of accessing grade level content.**  
The desire to utilize grade level materials, instructional best practices, and student data in the planning of and facilitation of daily instruction will foster multi-faceted approaches and strategies for learning that indistinguishably engage and support students with disabilities in growth and independence.
- **The belief that all students with disabilities have strengths that enable them to learn and grow academically, socially and independently.**  
The desire to seek out student strengths to leverage in the planning and instruction of students with disabilities will assist students with disabilities in developing skills to independently use their strengths and learned strategies across all academic and non-academic activities.
- **The belief that all students with disabilities deserve access to the general education environment to the greatest extent possible.**  
The desire to approach students with disabilities with the intention of transitioning them back to general education will increase access to the general education environment to the greatest extent possible.
- **The belief that all students with disabilities deserve access to non-academic school-based activities.**  
The desire to embody the mindset that students with disabilities are valuable members of our community and thus include all students when planning non-academic school-based activities will strengthen the abilities of students with disabilities.
- **The belief that all school leaders, teachers, and support staff are fundamentally responsible for the success of students with disabilities.**  
The desire to seek out opportunities to build lasting relationships with students with disabilities in order to ensure student growth through equitable and inclusive practices will reinforce for students with disabilities that multiple adults in their school community are invested in their success within and beyond the classroom.

### Goals

In accordance with our philosophy, the Services for Exceptional Children Department strives to ensure that through specially designed instruction in the least restrictive environment, students with disabilities will have access to a rigorous curriculum that is meaningful, challenging, and is aligned to grade level standards.

## **Eligibility and Services**

Eligibility for special education services is based on the state eligibility requirements which can be found on the [Georgia Department of Education website](#). Students found eligible for special education services will receive services as outlined in their Individualized Education Plan (IEP). IEP teams will make data-based decisions to determine the type and level of support that is necessary in order to meet student needs.

- Fulton County Schools provides a full continuum of services which includes but is not limited to Interrelated Resource (e.g. small group, co-taught), specialized program classes, speech/language therapy, occupational therapy, and physical therapy. Classes for specialized programs including preschool special education, kindergarten special education, autism and intellectual disabilities are provided in every learning zone.
- Fulton County Schools has partnered with area business to establish LIFE corporate classroom locations to teach vocational and life skills to students with intellectual disabilities and developmental disabilities. After completing the LIFE program, students are placed in careers at an average rate of 90%.
- All Fulton County School high schools offer programs for students with intellectual disabilities including community-based instruction opportunities.

## **Talented and Gifted (TAG)**

### **Philosophy**

Intellectually gifted students require specialized educational experiences that promote the development and expression of their potential. If gifted individuals—as children, youths and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals' uncommon potentials, an educational program must be structured to develop more fully their exceptional and varied abilities, interests and talents.

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

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

These goals are accomplished in high schools by adjusting the rate and depth of learning for gifted students through differentiation and by using a variety of appropriate teaching methods. Further differentiation beyond that which is done in the general education classroom is accomplished through selected honors courses, seminars, individual projects, advanced placement courses, directed studies, and career internships. These are designed to intensify and extend the learning of gifted students, taking into account their particular interests and aptitudes.

### **Eligibility**

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



Rule 160-4-2-38, students may qualify for gifted services through option A or option B. In Option A, students must have a qualifying score in the mental ability and achievement categories. In Option B, students must have a qualifying score in three of the four categories of mental ability, achievement, creativity, and motivation. One source of information may not be used to qualify a student in more than one area.

Students identified for the gifted program are served at their home school by a gifted endorsed teacher.

**Program Goals**

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

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

**Learner Goals**

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

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

**Title I Program**

**Program Description and Services**

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

**2021-2022 Title I High Schools**

Banneker	Creekside
Langston Hughes	McClarín
Tri-Cities	

**2021-2022 Title I Charter High Schools**

Georgia Baptist Children's Home (6-12)	Hapeville Charter Career Academy (9-12)
Skyview High School (9-12)	Wellspring Living (6-12)

**Goals**

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress, against common expectations for student academic achievement;

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

### **Media Services (Media and Educational Technology / Instructional Technology)**

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

Fulton County Schools provides the following digital resources for schools:

#### **HIGH SCHOOLS**

**OVERDRIVE:** Access to hundreds of fiction and nonfiction titles

#### **DATABASES**

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

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

**GALE IN CONTEXT: US HISTORY** Aligned to state and national curriculum standards, *U.S. History In Context* provides a complete overview of our nation's past that covers the most-studied events, decades, conflicts, wars, political and cultural movements, and people. Comprehensive, contextual, media-rich

information is provided on topics ranging from the arrival of Vikings in North America, to the stirrings of the revolution, through to the Civil Rights movement, 9/11, and the War on Terror.

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

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

**ALL SCHOOLS (K – 12)**

**DESTINY:** Online School Media Center Catalog

**MACKINVIA:** Access all electronic books and digital resources from this link

**WORLD BOOK ONLINE:** Thousands of articles, primary sources, and online books designed to support personalized learning and enhance digital citizenship.

**SAFARI Montage:** Extensive collection of digital media content

**GALILEO** – Georgia Library Learning Online – access to over 100 databases

<http://www.galileo.usg.edu>

See METI (*Media Specialist*) for passcode

**GALE DISTRICT VIRTUAL REFERENCE LIBRARY (STUDENT)**

\*Access this resource via MackinVIA

**Digital Resources for Learning**

FCS provides students with access to a variety of digital resources to support learning. All district provided resources can be accessed via Classlink at <https://launchpad.classlink.com/fcs>.

Students will need to enter their FCS username and passcode to login to ClassLink. The username is the student’s ID number, and the passcode is selected by the student. Once in the system the student should click the desired resource.

Here is a list of the most notable apps for High School:

Math	ALEKS	Online adaptive learning program
Math	McGraw Hill ConnectED	Online textbook
Science	Gizmos	online science simulations
Social Studies	HMH ED (Houghton Mifflin Harcourt)	Online textbook
ELA/Social Studies/Science	Achieve 3000	differentiated texts and lessons by Lexile level
All subjects	SAFARI Montage	Video streaming library; search by topic
All subjects	Edgenuity	standards-aligned, online courses for students; students will only see courses that have been assigned to them
All subjects	Office 365	Productivity and collaboration

	<ul style="list-style-type: none"> <li>• OneDrive</li> <li>• Office apps (Word, Excel, PowerPoint)</li> <li>• Teams</li> <li>• Other apps as needed</li> </ul>	
All subjects	Adobe Spark	Create graphics, videos, and websites

Depending on the science course students are enrolled in they may also have access to online textbooks. Publishers vary depending on the specific course students are enrolled in.

### **Online Learning Options**

Fulton County Schools students have access to a variety of online options during their academic careers. FCS students taking middle or high school courses can supplement their face-to-face options by taking some of their courses online through Fulton Virtual (FVS) or Georgia Virtual (GAVS) while still enrolled at their home school. In some situations, students can take all their courses online through FVS or GAVS for a semester or more with their counselor's and principal's approval. Students should take no more than three (3) of their courses online as part of their regular school-day schedule. Families interested in a permanent full-time online curriculum would need to enroll in the Fulton Academy of Virtual Excellence, or an external option which would require a student to withdraw from Fulton County Schools. Families interested in enrolling in an online course through Fulton or Georgia Virtual should reach out to their school counselors.

#### **Fulton Virtual School (FVS)**

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

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

#### **Georgia Virtual (GAVS)**

Georgia Virtual offers more than 100 courses in the core content areas, world languages, and career and technical education (CTE), electives, and Advanced Placement. GAVS courses are structured like a traditional class with a fixed schedule and regular due dates.

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

#### **Additional Information**

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

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

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

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

	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
Full-Time-Option	<ul style="list-style-type: none"> <li>• Fulton Academy of Virtual Excellence</li> </ul> External Providers: <ul style="list-style-type: none"> <li>• Connections Academy</li> <li>• Georgia Cyber Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Fulton Academy of Virtual Excellence</li> <li>• Fulton Virtual (Special Circumstances with school approval)</li> </ul> External Providers: <ul style="list-style-type: none"> <li>• Connections Academy</li> <li>• Georgia Cyber Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Fulton Academy of Virtual Excellence</li> <li>• Fulton Virtual (Special Circumstances with school approval)</li> </ul> External Providers: <ul style="list-style-type: none"> <li>• Connections Academy</li> <li>• Georgia Cyber Academy</li> <li>• Georgia Virtual School</li> </ul>
Part-Time-Option	Fulton Virtual (For students taking accelerated Middle School Courses)	<ul style="list-style-type: none"> <li>• Fulton Virtual</li> </ul> External Provider: <ul style="list-style-type: none"> <li>• Georgia Virtual School</li> </ul>	<ul style="list-style-type: none"> <li>• Fulton Virtual</li> </ul> External Provider: <ul style="list-style-type: none"> <li>• Georgia Virtual School</li> </ul>

### **Credit Recovery**

Credit recovery is a free program for any public high school student that allows the student to retake a course in which he/she previously was not academically successful in earning credit. The available courses are those needed for graduation and limited electives. Fulton County Schools students have access to credit recovery course work through Georgia Virtual Credit recovery and Fulton Virtual Credit Recovery. Students should speak with their counselor if they are interested in enrolling in a credit recovery course.

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

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