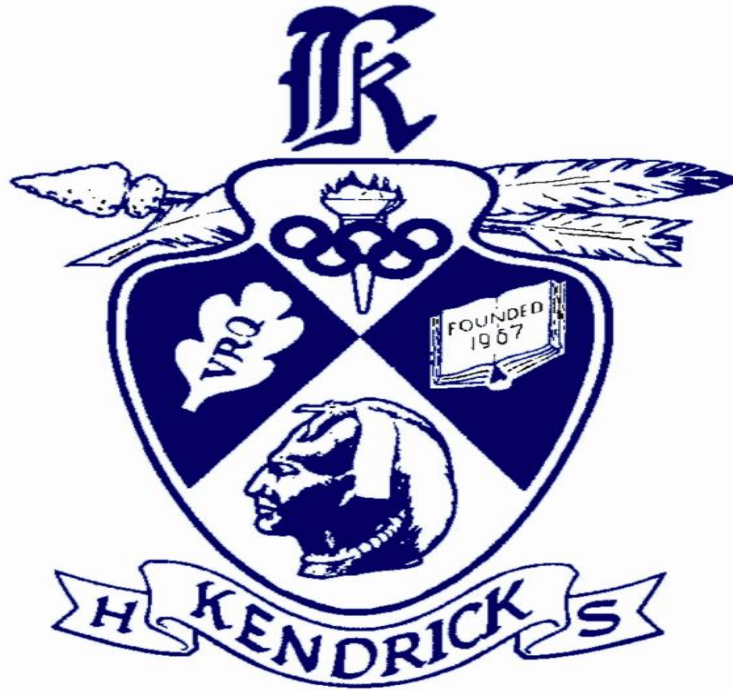


Course Registration Guide 2020-2021



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COURSE DESCRIPTIONS

Course Offerings are based on availability and need. Administration reserves the right to make adjustments.

ENGLISH LANGUAGE ARTS

Honors and AP courses are available where noted. These courses are more advanced and require more reading and writing than do the regular Language Arts courses.

Ninth Grade Literature/Composition

Required: 9th Grade

Students focus on the enjoyment and analysis of literature according to genre and/or theme. Students will master the basics of personal and expository writing through extensive grammar, usage, and composition activities, including research activities designed to enhance critical thinking skills. Students will complete activities on outside reading selections from the department recommended list. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Ninth Grade Literature/Composition [Pre-AP] (Grade 9)

****Prerequisite Required (GMS Scores or desire to enroll)***

Designed for students who have exhibited above average proficiency in the area of language arts, this course encompasses skills related to the analysis of literature within a composition based program. Ninth Grade Literature/Composition Pre-AP requires students to participate in extensive composition, listening, speaking, vocabulary, and research activities in order to enhance all aspects of their communication. Focusing on multicultural literature, this course will emphasize the application of essay writing skills and includes studies of both fiction and nonfiction, literary techniques, and research skills. Students will complete activities on outside reading selections from the department recommended list. Pre-AP exposes students to the terminology and process of literary interpretation as well as composition techniques to communicate those interpretations and puts students on track for the eleventh and twelfth grade college level Advanced Placement English classes. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Tenth Grade Literature/Composition

Required: 10th Grade

****Prerequisite: Ninth Grade Literature/Composition***

Students continue their study of literature with emphasis on the conventions of each genre. Higher level research skills as well as an emphasis on the structure and content of various types of essays comprise the majority of the students' grammar/composition study. Students will complete activities on outside reading selections from the department recommended list.

Tenth Grade Literature/Composition [Pre-AP] (Grade 10)

****Prerequisite Required (Recommendation from English I teacher or see department chair)***

Designed for students who have exhibited above average proficiency in language arts, Pre-AP assists students in polishing their composition skills and increasing the depth of their study of literature. Focal points of the course include the study of fiction and nonfiction literary techniques as well as the application of essay writing skills, including research. Students will complete activities on outside reading selections from the department recommended list. Pre-AP exposes students to the terminology and process of literary interpretation as well as composition techniques to communicate those interpretations and puts students on track for the eleventh and twelfth grade college level Advanced Placement English classes.

American Literature/Composition

Required: 11th Grade***Prerequisite: Tenth Grade Literature/Composition**

English III will guide students through a comprehensive study of the various periods and important authors in American Literature. Students will continue to develop their writing skills through a study of sophisticated and appropriate grammatical conventions and writing styles to include research. Students will complete activities on outside reading assignments from the department recommended list. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Advanced Placement Language/Composition/American Literature (Grade 11)***Prerequisite Required (Recommendation of Tenth Grade Literature teacher or see department chair)**

This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening.

Multicultural Literature/Composition**Required: 12th Grade**

English IV is a senior survey course of British Literature from early medieval to contemporary times. Students study the literary periods and movements, most significant authors, and most significant works of each genre of British Literature. Additionally, students write both personal and analytical essays demonstrating proficiency in Standard English usage and style. Students will complete a research paper and complete activities on outside reading assignments from the department reading list.

Advanced Placement Literature and Composition***Prerequisite Required (Recommendation of American Literature teacher or see department chair)**

The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

LANGUAGE ARTS ELECTIVES**Journalism/Newspaper and Yearbook Staff**

With enrollment limited to students who are members of the school newspaper staff, this hands-on course produces the Kendrick High School newspaper on a quarterly basis. Students participate in all aspects of newspaper production including gathering news, writing articles, editing, photography, business management, design, and layout. Application must be made to the newspaper advisor. *An account of academic success and behavior may be required upon the request of the advisor.*

Also, this is a laboratory course for instruction in and application of production unique to yearbook publication. The ultimate goal of the students involved is the actual production of the Kendrick High School yearbook. The curriculum includes instruction and practice in layout and design, copy writing, proofing, revising, and advertising. A major emphasis of the course is organization and the efficient use of time in order to meet deadlines and budget demands. Application must be made to the yearbook advisor.

SCIENCE

Honors and AP courses are available where noted. The advanced courses are more rigorous and required more math, reading and experimentation in the lab.

Environmental Science

Required: 9th Grade or 11th Grade

Environmental Science involves the study of man's impact on nature, abiotic and biotic relationships, biomes, quality of life issues, and the symbiosis of living systems. In addition, the course covers the study of environmental problems and their causes, resource use and conservation, ecosystems, and climate and weather.

Physical Science [Pre-AP] (Grade 9)

Required: 9th Grade

Physical Science is a survey course covering topics in both chemistry and physics. Students should expect a mathematical treatment of these topics appropriate for their grade and experience. Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, nuclear chemistry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity, and magnetism; includes reference and research skills. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Biology

Required: 10th Grade

Biology is a course designed to acquaint the student to the organization of living systems, cell theory, diversity of living systems, interaction of living systems and the environment, structure and function relationships, and the development of living systems and their change through time. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Biology [Pre-AP] (Grade 10)

***Prerequisite Required (Recommendation from teacher)**

Biology is a course designed to acquaint the student to the organization of living systems, cell theory, diversity of living systems, interaction of living systems and the environment, structure and function relationships, and the development of living systems and their change through time.

Physical Science

Required: 11th Grade

Physical Science is a survey course covering topics in both chemistry and physics. Students should expect a mathematical treatment of these topics appropriate for their grade and experience. Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, nuclear chemistry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity, and magnetism; includes reference and research skills. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Chemistry (Grades 11-12)

Chemistry examines the structure and function of matter and energy changes as they relate to matter. Atomic structure and theory, naming of compounds, chemical reactions, gases and gas laws, acid-base chemistry, as well as equilibrium topics, will be examined

Forensics (Grades 11-12)

Forensic Science is an introductory course in which students will have the opportunity to explore how scientific principles are used in analyzing physical evidence found at crime scenes and to be introduced to the wide array of career choices in forensics. The

fundamental objective is to teach the basic processes and principles of scientific thinking so as to apply them to solving problems that are related not only to science but to all disciplines.

Honors and AP courses are available where noted. These courses are more rigorous and require more reading and writing than do the regular social studies classes.

American Government/Civics

Required: Freshman

This course focuses on basic concepts and principles of the American political system. It covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Critical analysis of public issues is stressed and social studies skills are reinforced.

American Government/Civics (Honors) (Grade 9)

***Prerequisite Required (Middle School grades which would indicate this course to be appropriate and/or teacher recommendations.)**

This course focuses on the concepts and principles of the American political system and asks students to analyze specific examples of these concepts and principles. It covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Students become familiar with various groups, beliefs, and ideas that constitute U.S. politics. This course will go beyond the required Civics in that students will gain more skills in working with primary source documents, writing and test taking as they would see from College Board exams.

World History

Required: Sophomore

This course offers students an overview of the entire history of humankind, with emphasis being placed on events from the Renaissance period to the present. The major focus is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

Honors World History (Grade 10)

***Prerequisite Required (Teacher recommendation)**

Honors World History is a survey course that satisfies graduation requirements and includes the basic content covered in the regular World History course. The course includes considerable enrichment including independent readings, research, and writing. Students in this class should have excellent writing skills as well as the ability to read and comprehend primary as well as secondary sources.

United States History

Required: Junior

This course investigates the United States, its people, institutions and heritage. Students will study past and present political, social, cultural, and economic forces that impact the U.S, as well as current issues and their effect on the role of the United States as a world leader today. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Honors United States History

Required: Junior

This course investigates the United States, its people, institutions and heritage. Students will study past and present political, social, cultural, and economic forces that impact the U.S, as well as current issues and their effect on the role of the United States as a world leader today. This course has a state mandated End of Course Test which makes up 20% of the final grade.

Advanced Placement United States History

***Prerequisite Required (Recommendation of World History teacher or see department chair)**

The Advanced Placement United States History course conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times.

Economics

Required: Senior

This course provides opportunities for students to study basic principles concerning production, consumption, and distribution of goods and services. Content builds an understanding of the essential components and benefits of the free enterprise system. Students study such concepts as scarcity, economic interdependence, the market system, prices, economic stability, and governmental activity. They examine the role of government in the American economic system and explore selected aspects of international economic systems. Students are provided opportunities to acquire competencies and knowledge of practical economic functions. This course has a state mandated End of Course Test which comprises 20% of the final grade.

SOCIAL STUDIES ELECTIVES

Academic Decathlon (Grade 11-12)

This course includes the study of major historical and cultural movements and their relationship to Economics, Literature, Music, Social Science, Art, and Science. Students use critical-thinking skills to research, organize and use data collected from a variety of sources. This is a highly challenging academic course that includes academic competition.

MATHEMATICS

GSE Algebra I

Required: 9th Grade

****Prerequisite Required (Successful completion of 8th Grade Mathematics)***

The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course has a state mandated End of Course Test which makes up 20% of the final grade.

GSE Geometry

Required: 10th Grade

****Prerequisite Required (Successful completion of GSE Algebra I)***

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. This course has a state mandated End of Course Test which makes up 20% of the final grade.

GSE Algebra II

Required: 11th Grade

****Prerequisite Required (GSE Geometry)***

Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Geometry or equivalent.

Pre-Calculus

Required: 12th Grade

****Prerequisite Required (GSE Algebra II)***

Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperboles. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes us of their ability to make sense of problem situations.

Mathematics of Finance**Required: 12th Grade******Prerequisite Required (GSE Algebra II)***

The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.

Statistical Reasoning**Required: 12th Grade******Prerequisite Required (GSE Algebra II)***

The course provides experiences in statistics beyond the CCGPS sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.

College Readiness Mathematics**Required: 12th Grade******Prerequisite Required (GSE Algebra II)***

College Readiness Mathematics examines numeracy, algebra, and geometry in a variety of contexts, including number sense, linear and non-linear relationships, functions and their graphs, and measurement and geometry. The course will provide an opportunity for students to review mathematics skills needed for success in Technical College and will extend students' understanding of mathematical concepts and skills by emphasizing topics from Foundations of Algebra, Coordinate Algebra/Algebra I, Analytic Geometry/Geometry, and Advanced Algebra/Algebra II.

FOREIGN LANGUAGE

Spanish I and Spanish II

A full year of foreign language is required for admission to any University System of Georgia four-year institution.

Spanish I:

The Level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. The major means of communication between students and instructors will be in the target language. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

Spanish II:

****Pre-requisite Required (Spanish I)***

Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language.

Spanish III

****Pre-requisite Required (Spanish I and II)***

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

FINE ARTS

Art

Visual Arts/ Comprehensive I

A comprehensive foundation Art course focusing on art criticism, aesthetics, studio, and art history. The class emphasizes visual problem solving relating to the elements of design through the exploration of a variety of media through drawing, painting, and design projects. Critical analysis skills are developed through the study and response to student work and those of artists of different cultures, styles, and periods in history.

Visual Arts/ Comprehensive II

****Pre-requisite Required: Visual Arts/ Comprehensive I.***

Refines the technical skill of the art student while working with the principles of design. Students will refine perceptual awareness in relation to critical studies of other artists, cultures, and historical periods. The class emphasizes advanced drawing and painting methods, portrait and figure drawing and mixed media methods.

Visual Arts/Comprehensive III

****Pre-requisites: Visual Arts/ Comprehensive II and Visual Arts/ Comprehensive III.***

Continues to refine and develop studio skills in drawing, painting and design. An investigation of the content and meaning within artworks from various cultures and time periods. Students focus on such units as Art Nouveau, Surrealism, Abstraction and many others.

Visual Arts/Comprehensive IV

****Pre-requisites: Visual Arts/ Comprehensive I, Visual Arts/ Comprehensive II, and Visual Arts/Comprehensive III.***

Continues a course of study in the areas of art criticism, aesthetics, studio and art history with a focus on contemporary art. Students are encouraged to experiment with many different styles and methods and encouraged to begin finding their own personal style.

BAND PROGRAM

Beginning Band (Grades 9-12)

This course is for students who are interested in learning how to play an instrument or are at the beginning level. The students will have the opportunity to learn how to perform on instruments, alone and with others through a varied repertoire of music. In addition students will recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique and demonstrate all performance skills through "sight-reading" performance of music literature at the appropriate level.

Intermediate Band (Grades 9-12)

This course is for the developing, less experienced brass, woodwind and percussion students at Kendrick. Students will have opportunities to study basic music theory and history, learn concepts of rhythm and scales, and to perform music that helps to develop the individual music skills necessary for a performer in band. Students in this band will have the opportunity to perform at the Winter & Spring concerts and other school and community related events.

Advanced Band (9-12)

****Pre-requisite Required: Intermediate Band***

This course is for the advanced band students at Kendrick. Students will have opportunities to perform on instruments, alone and with others, a varied repertoire of music. The students will also formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges.

Lastly, students will demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation and demonstrate performance skills through "sight-reading" of grade 3 and 4 music literature.

Marching Band (9-12) after school, not a separate course for credit.

****Prerequisite: Audition for Band Director and enrollment in one of the bands for credit during the school year.***

The Marching Band is comprised of woodwind, brass, and percussion students who pass a playing audition. Students must be enrolled in a concert band class to participate in marching band. The color guard (flag line) and dance team are also auditioned for inclusion in this performance ensemble with their respective instructors. ALL students selected for this extracurricular group [including visual auxiliary (flagline), dance team, drumline, and winds] MUST attend the full week of band camp and after school rehearsals.

The Marching Band commitment is comparable to football or any other sport or activity held after school. If you are selected and choose to participate, you MUST attend ALL SCHEDULED EVENTS, INCLUDING REHEARSALS, GAMES, PARADES, ETC.

CHORUS

Beginning Women's Chorus (Grades 9-12)

Choral classes at Kendrick High School emphasize vocal training and polished performance skills for students. Students will learn to sing accurately by reading music notation, developing ear-training skills, using vocal technique and responding to the appropriate interpretations of music. Students will also learn to strive for excellence while rehearsing through level appropriate repertoire, responsibility for self and respect for others.

Intermediate Women's Chorus (Grades 9-12)

Choral classes at Kendrick High School emphasize vocal training and polished performance skills for students. Students will learn to sing accurately by reading music notation, developing ear-training skills, using vocal technique and responding to the appropriate interpretations of music. Students will also learn to strive for excellence while rehearsing through level appropriate repertoire, responsibility for self and respect for others. The Intermediate Women's Chorus will have the opportunity to participate in festivals and master classes throughout the semester.

Beginning Men's Chorus (Grades 9-12)

Choral classes at Kendrick High School emphasize vocal training and polished performance skills for students. Students will learn to sing accurately by reading music notation, developing ear-training skills, using vocal technique and responding to the appropriate interpretations of music. Students will also learn to strive for excellence while rehearsing through level appropriate repertoire, responsibility for self and respect for others.

Intermediate Men's Chorus (Grades 9-12)

Choral classes at Kendrick High School emphasize vocal training and polished performance skills for students. Students will learn to sing accurately by reading music notation, developing ear-training skills, using vocal technique and responding to the appropriate interpretations of music. Students will also learn to strive for excellence while rehearsing through level appropriate repertoire, responsibility for self and respect for others. The Intermediate Men's Chorus will have the opportunity to participate in festivals and master classes throughout the semester.

Advanced Mixed Chorus (Grades 10-12)

The Advanced Mixed Chorus is available to both male and female students who enjoy singing and who want to build their singing skills as a soloist and also as a choral singer. Choral classes at Kendrick High School emphasize vocal training and polished performance skills for students. Students will learn to sing accurately by reading music notation, developing ear-training skills, using vocal technique and responding to the appropriate interpretations of music. Students will also learn to strive for excellence while rehearsing through level appropriate repertoire, responsibility for self and respect for others. The Advanced Mixed Chorus will have the opportunity to participate in festivals and master classes throughout the semester.

ORCHESTRA

Orchestra I, II, III, IV (Grades 9-12)

Students will learn how to perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 1 and 2 on a scale of 1 to 6, demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position, demonstrate vibrato readiness skills, produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato, and demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

Physical Education

Personal Fitness/Health (Required course for graduation and usually taken during students' 9th grade year)

A required course for graduation this class is broken down into a nine week Health Course and a 9 week Personal Fitness course. The Fitness portion is designed for student to participate in a variety of activities that will focus on developing and maintaining physical fitness and social-emotional concepts through individual and team activities. Students will learn the basic foundations for leading a healthy and active lifestyle. Emphasis will be on improving the health-related and skill related components of fitness, social-emotional learning, and the importance of life long exercise. Fitness Testing will occur twice in the 9 weeks. The Health portion will cover Nutrition, understanding how to use Health services, making healthy lifestyle choices, understanding decision making, Substance education, and community health services.

General PE

This course will focus on participation in a variety of team and individual sports. A warm up component consisting of light jogging, dynamic stretching, and agilities will be used to exercise safely. Exercises that include upper and lower body strength development with some core fitness. Designated game play of flag football, Badminton, basketball, volleyball, team handball, Pickle ball, Ping Pong, Ultimate Frisbee and Softball. Games will change per semester. Fitness testing will take place twice a semester to evaluate current and end of semester fitness levels.

Weight Trainng

This course is designed to teach highly motivated students advanced techniques in developing muscular strength and endurance, the skill related components of fitness, and aerobic conditioning. Students will participate in a variety of conditioning activities (power and Olympic lifting, speed & agility training, medicine ball training, and cardio respiratory endurance/interval training. Training logs and workout charts will mark progression/overload training principles. Fitness testing will take place twice a semester to evaluate current and end of semester fitness levels.

Career, Technical and Agricultural Education (CTAE)

Georgia Career, Technical and Agricultural Education (CTAE) career clusters are designed to ensure the success of each student. With a 91.81% graduation rate of CTAE High School Concentrators who take a sequence of three or more classes in a single Career Pathway, CTAE students graduate at a rate higher than all Georgia students. Through CTAE classes and hands-on labs, Career Technical Student Organizations (CTSOs), and on-the-job experiences, students complete high school with marketable career skills and are prepared for employment, further training, and post-secondary education. CTAE students are on the pathway to successful and profitable careers that support themselves and the economy.

Each CTAE Career Pathway integrates a strong academic preparation with current and emerging career opportunities and workforce needs and skills. CTAE students review academic skills in each class. Students also review basic skills such as applied math, locating information, and reading for information by using the Key train program. This program also prepares students for the Georgia Work Ready tests. Successful completion of these tests is required by many businesses in Georgia, including businesses in Columbus. Seniors in CTAE have had the opportunity to take the three tests without charge and have been awarded Work Ready certificates.

CTAE Industry Certification Initiative

When a program becomes industry certified, it receives a "stamp of excellence", representing program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction. The programs that have industry certification guidelines in Georgia—Health Science and Architectural Drawing & Design have completed this process at Kendrick High School.

This formal process strengthens all program components, including:

- *Classrooms and labs which are equipped with state-of-the-art equipment and technology;*
- *CTAE and academic performance standards that are aligned to national standards;*
- *In-depth, project-based instruction in all curriculum areas;*
- *Appropriate and varied Career Related Education (CRE) instruction, including school-based enterprises and entrepreneurial ventures;*
- *Career and Technical Student Organizations (CTSOs) which offer co-curricular competitive events on the local, state and national level and provide leadership development skills for personal and professional growth; and,*
- *Business, industry and community involvement in all aspects of the program.*

End-of-Pathway Tests

Students who complete any of the CTAE pathways will participate in End-of-Pathway assessments. Upon successful completion of the assessment, students will receive a national credential for that area that is valued by business and industry and that is a portable credential which highlights the skills, knowledge, and expertise acquired by the student. This credential will give students a competitive edge when seeking employment.

Career Technical Student Organizations (CTSOs)

All Georgia CTSOs are Intra-Curricular meaning that the activities are linked to what is learned in the classroom. CTSO membership is not mandatory but is encouraged in each pathway. Membership fees pay for state and national dues. Students may have membership in more than one CTSO. CTSOs promote leadership skills, community service learning, and skill development through many school and community service activities, local, regional, state, and national leadership conferences, and competitive events. Each course is required to conduct leadership activities related to the CTSO for that course.

Business and Information Technology
Health Science
Architectural Drawing & Design
Arts, AV/Technology, & Communications

Future Business Leaders of America
HOSA
SkillsUSA
SkillsUSA

Business and Information Technology

Business & Technology Pathway

- 07.4413019 Introduction to Business & Technology (Grades 9-12)
- 07.4410029 Business and Technology (Grades 10-12)
 - 07.4510039 Business Communications (Grades 11-12)

Marketing Communication and Promotions

- 09.4740029 Marketing Principles (Grades 9-12)
- 08.4510029 Promotion and Professional (Grades 10-12)

Business and Technology Pathway

Introduction to Business & Technology (9-12) 07.4413019

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Business and Technology (9-12) 07.4410029

****Prerequisite Required (Introduction to Business & Technology) (Grades 9-12)***

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

Business Communication and Presentation (Grades 11-12) 07.4831029

This exciting course is designed to help students understand communication behaviors and concepts in order to develop effective communication skills in the business environment that students can carry with them into the real world of employment and leadership. This course covers topics related to communication between employees and their supervisors, communication within work groups, oral and written communication, interpersonal skills, and the use of current technology to complete various projects. This class makes it fun to explore various software and technology which is used to create visually captivating presentations that lead the audience down a path of discovery. Unleash your creativity in this course: Create professional-looking videos that turn your photos, video clips, and music into stunning video masterpieces.

This course will also equip students with the necessary skills needed for obtaining employment. Students stay ahead of the game by creating career portfolios that include a cover letter, resume, business cards, sample work, answers to job interview questions, and many other critical items needed for an interview. Regardless of your profession, the skills learned in Business Communication and Presentation can help you with your future endeavors.

Marketing Communication and Promotions

Marketing Principles (Grades 9-12) 08.4740029

Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.

Promotion and Professional Sales (Grades 10-12) 08.4510029

****Prerequisite Required (Marketing Principles)***

Promotion and Professional Sales is the second course in the Marketing Communications and Promotions pathway. This course focuses on the performance of key responsibilities required in a retail environment. Students develop skills in pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.

E-Marketing (Grades 11-12) 08.4790039

****Prerequisite Required (Marketing Principles and Promotion and Professional Sales)***

E-Marketing covers all functions of marketing from the standpoint of conducting business on the Internet. Students develop skills in using the Internet as a marketing tool, conducting a marketing analysis via the Internet, planning marketing support activities, managing an Internet marketing campaign, managing/owning a business via the Internet, and analyzing the impact of the Internet on global marketing.

Personal Care Services: Cosmetology/Barbering

Mastery of standards through project-based learning and leadership development activities of the related Career Technical Student Organization--FCCLA--will help prepare students to have a competitive edge for the global marketplace.

Cosmetology/Barbering

- Intro to Personal Care

Intro to Personal Care (Grades 9-12)

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands on skills in each area to help them determine the pathway they are most interested in pursuing.

Cosmetology Services II

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

Health Science Pathway

Therapeutic Services/ Allied Health and Medicine

- 25.5210019 Introduction to Healthcare Science (Grades 9-12)
 - 25.4400029 Essentials of Healthcare (Grades 10-12)
 - 25.4370039 Allied Health and Medicine (Grades 11-12)
- 25.4360449 Patient Care Fundamentals (dual enrollment with Columbus Technical College) (Grade 12)

Introduction to Healthcare Science (Grades 9-12) 25.5210019

Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC).

Essentials of Healthcare (Grades 9-12) 25.5220029

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

***Prerequisite Required (Introduction to Healthcare Science)**

Allied Health and Medicine (Grades 11-12) 25.4370039

****Prerequisite Required (Introduction to Healthcare Science and Essentials of Healthcare)***

The course is designed to offer students (preferably upper classmen--juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum.

Patient Care Fundamentals (Grade 12) (Dual Enrollment with Columbus Technical College) 25.4360449

Students must complete Introduction to Healthcare Science, Essentials of Health, and Allied Health to be eligible for enrollment. Dual enrollment is available to seniors only. See the CTAE Supervisor for more information. Fees for this class may apply.

Architectural Drawing & Design Pathway

- 48.5410019 Introduction to Engineering Drawing & Design (Grades 9-12)
 - 48.5450059 Architectural Drawing and Design I (Grades 9-12)
 - 48.5460069 Architectural Drawing and Design II (Grades 11-12)

Introduction to Drafting & Design (Grades 9-12) 48.5410019

The Introduction to Drafting and Design course is the foundational course under the Architectural Drawing and Design pathway and prepares students for a pursuit of any career in the field of construction. The course provides the basic knowledge to function safely on or around a construction site and in industry in general. Students will have the option for an Industry Certification in the Construction Core.

Architectural Drawing and Design I (Grades 9-12) 48.5450059

****Prerequisite Required (Introduction to Drafting & Design)***

Architectural Drawing and Design I introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the post-secondary level

Architectural Drawing and Design II (Grades 11-12) 48.5460069

****Prerequisite Required (Introduction to Drafting & Design and Architectural Drawing and Design I)***

Architectural Drawing and Design II builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the post-secondary level.

Arts, AV/Technology, and Communications Pathways

Graphics Communication Pathway

- 48.5610019 Introduction to Graphics and Design (Grades 9-12)
- 48.5620029 Graphics and Design Production (Grades 9-12)
- 48.5690029 Graphic Output Processes (Grades 11-12)

Graphics Design Pathway

- 48.5610019 Introduction to Graphics and Design (Grades 9-12)
- 48.5620029 Graphics and Design Production (Grades 9-12)
- 48.5280029 Advanced Graphic Design (Grades 11-12)

Graphics Communication Pathway

Introduction to Graphics & Design (Grades 9-12) 48.5610019

The Introduction to Drafting and Design course is the foundational course under the Architectural Drawing and Design pathway and prepares students for a pursuit of any career in the field of construction. The course provides the basic knowledge to function safely on or around a construction site and in industry in general. Students will have the option for an Industry Certification in the Construction Core.

Graphics Design & Production (Grades 9-12) 48.5620029

As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.

Graphics and Output Processes (Grades 11-12) 48.5690029

As the third course in the Graphics Communication Pathway, students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected.

Graphics Design Pathway

Introduction to Graphics & Design (Grades 9-12) 48.5610019

The Introduction to Drafting and Design course is the foundational course under the Architectural Drawing and Design pathway and prepares students for a pursuit of any career in the field of construction. The course provides the basic knowledge to function safely on or around a construction site and in industry in general. Students will have the option for an Industry Certification in the Construction Core.

Graphics Design & Production (Grades 9-12) 48.5620029

As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.

Advanced Graphic Design (Grades 11-12) 48.5280029

Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.

Teaching as a Profession Pathway

- **Examining the Teaching Profession**
- **Contemporary Issues in Education**

Examining the Teaching Profession (Grades 10-12) 13.0110039

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Contemporary Issues in Education (Grades 11-12) 13.0120039

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Teaching as a Profession Practicum

The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

Junior Reserve Officers' Training Corps (JROTC)

- 28.0310019 JROTC Army Leadership Ed 1
- 28.0320019 JROTC Army Leadership Ed 2
- 28.0330029 JROTC Army Leadership Ed 3
- 28.0340029 JROTC Army Leadership Ed 4
- 28.0350039 JROTC Army Leadership Ed 5
- 28.0360039 JROTC Army Leadership Ed 6
- 28.0370049 JROTC Army Leadership Ed 7
- 28.0380049 JROTC Army Leadership Ed 8

The Junior Reserve Officers' Training Corps is a leadership education program. This program 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 the 21st Century leadership responsibilities. The curriculum focus is reflected in its mission statement, ***“To motivate young people to be better citizens.”***

Desired Learning Outcomes:

This program intends to teach students to:

- Maximize potential for success through learning, self-management and development of employability “soft skills”
- Develop leadership skills
- Incorporate principles of mental and physical wellness into behaviors and decisions with health and wellness awareness
- Build effective relationships with peers, co-workers, and the community with information and communications skill development
- Apply physical and political geography to building global awareness
- Understand the importance that financial, economic, business, and entrepreneurial literacy have in the workforce
- Correlate the rights and responsibilities of citizenship to the purposes of the U.S. government through civic literacy
- 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.

The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

JROTC Leadership Education 1 28.0310019

This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.

JROTC Leadership Education 2 28.0320019

This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.

JROTC Leadership Education 3 28.0330029

This laboratory course is designed to build on the leadership experiences developed during JROTC 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness.

JROTC Leadership Education 4 28.0340029

This laboratory course is designed to build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education.

Work-Based Learning

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

Students must complete a WBL application and be able to have fourth block open for work. Selection will be based on career pathways. Students must also be on track for graduation and must have maintained a good discipline record. Students may be removed from WBL for failing grades or for inappropriate conduct including disciplinary action by teachers and administrators. **For an application see Ms. Gaddy, Work Based Learning Coordinator.**

