



2014-2015

MIDDLE SCHOOL

CURRICULUM COURSE GUIDE



DIVISION OF CURRICULUM AND INSTRUCTION | atlantapublicschools.us

Annual Notification of Nondiscrimination

Atlanta Public Schools (APS) does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities; in access to them; in the treatment of individuals; or in any aspect of its operations and provides equal access to the Boys Scouts and other designated youth groups. Atlanta Public Schools' Career, Technical and Agricultural Education (CTAE) department does not discriminate in enrollment or access to any of the available programs located in middle or high schools. The challenging CTAE curriculum, in conjunction with core academics, provides a robust academic skills and hands-on experience. Program offerings include Broadcast/Video Production, Business and Computer Science, Construction, Culinary Arts, Engineering and Technology, Education, Graphic Communication and Design, Government and Public Safety including JROTC, Healthcare Science, Journalism and Marketing Education. Program offerings vary by school location. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. The Atlanta Public Schools also does not discriminate in its hiring or employment practices.

This notice is provided as required by the Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the American Disability Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s). Office of Internal Compliance, Attn: William Scott, 130 Trinity Ave. S.W., Atlanta, Georgia 30303. Phone: 404-802-2789.

English	If you require assistance with this document in a language other than English, please contact 404-802-7580 or e-mail APStranlations@atlantapublicschools.us
አማርኛ: (Amharic)	ይህንን ሰነድ በተመለከተ ከአንጻራዊ ጽንፅ ውጭ ወደ ሌላ ጽንፅ እንዲተረጎም ከፈለጉ አባክዎን በተለፎች 404-802-7580 ይደውሉ ወይም ይጻፉ በEmail: APStranlations@atlantapublicschools.us ይጎብኙ።
العربية : (Arabic)	7580-الهاتفى بالرقم الاتصال يرجى الإنجليزية، غير اخرة لغة فى المساعدة يلزمكم كن إذا 802-404-الالكترونى بالعنوان او APStranlations@atlantapublicschools.us
中国的: (Chinese)	如果您要求把这份文件翻译成中文，请致电 404-802-7580 或发电子邮件到 APStranlations@atlantapublicschools.us
Français: (French)	Si vous avez besoin d'aide avec ce document en une langue autre que l'anglais, veuillez communiquer avec nous au 404-802-7580 ou au APStranlations@atlantapublicschools.us
Deutsch: (German)	Falls Sie Hilfe mit diesem Schreiben in einer anderen Sprache als Englisch benötigen, kontaktieren Sie bitte 404-802-7580 oder schreiben Sie eine E-Mail an APStranlations@atlantapublicschools.us
한국의: (Korean)	본 서류를 영어가 아닌 다른 언어로 도움 받기 원하시면 404-802-7580 으로 전화 하거나 APStranlations@atlantapublicschool.us 로 이메일 하십시오.
Portugués: (Portuguese)	Se precisa de ajuda neste documento em outra língua que nao seja o ingles, por favor, entre em contato pelo telefone 404-802-7580 ou por email no APStranlations@atlantapublicschools.us
русский: (Russian)	Если вам необходима помощь с данным документом на каком либо другом языке нежели английский, пожалуйста позвоните 404-802-7580 или отправьте электронное сообщение по адресу: APStranlations@atlantapublicschools.us
ትግርኛ: (Tigrigna)	እዚ ሰነድ ከተመለከት ካብ ጽንፅ እንግሊዝ ወጺኢ ናብ ካልእ ጽንፅ ንኽትርጎምልኩም ኣገዝ እነተደሊኹም ብኸበረትኩም ብቁ ተለፎን 404-802-7580 ደውሉ ወይ ካለ ኣብ Email: APStranlations@atlantapublicschools.us ብጽሑፍ።
Türk: (Turkish)	Bu yazıyı İngilizceden baska bir lisanda okumak icin yardima ihtiyaciniz varsa, lutfen 404-802-7580 numarasina telefon edin veya e-posta APStranlations@atlantapublicschools.us adresine gonderin
اردو: (Urdu)	جوئی ضرورت کی مدد ساتھ کے زبان کسی علاوہ کے انگریزی میں دستاویز اس آپ 404-802- کریں رابطہ مہربانی براہ تو ہے، 7580 میل ای یا APStranlations@atlantapublicschools.us
Tiếng Việt: (Vietnamese)	Nếu quý vị cần trợ giúp với tài liệu này trong một ngôn ngữ khác ngoài tiếng Anh, xin vui lòng liên hệ 404-802-7580 hoặc e-mail APStranlations@atlantapublicschools.us

Middle School Curriculum Handbook for Parents and Students 2014-2015 School Year

Table of Contents

I. Introduction.....	1
How to Use This Guide	1
A Word about the Standards	1
II. Atlanta Board of Education Graduation Requirements	2
Course Requirements	3
Additional Requirements and Stipulations	4
Exceptions	6
Graduation for Students with Significant Cognitive Disabilities	6
Modern Language/Latin	6
Unit Credit in Middle School	6
Physical Education	6
Grading	7
III. Program Philosophies, Goals, and Descriptions	
English/Language Arts	8
Mathematics	9
Science	10
Social Studies	11
World Language	12
ESOL	13
Fine and Performing Arts	14
Gifted and Talented	15
Physical Education and Health	16
International Baccalaureate	18
Testing and Assessment	19
Career Pathways Program	21
IV. Promotion and Retention	22
V. Appendices	
1. Acronyms	23
2. Georgia High School Athletic Association Rules	24
3. Non-Traditional Education Opportunities	29
4. Course Progression Charts	31
English/Language Arts	31
Mathematics	32
Science	33
Social Studies	34
5. Course Offerings	35
6. Contact Information	36

How to Use This Guide

All information contained in this handbook is applicable for the 2014-2015 school year. However, as Atlanta Public Schools and the state of Georgia continue to outline a path of excellence to ensure that all students are college and career ready, updates will be provided each year in a revised guide for parents and students.

This curriculum handbook is a guide for parents and students to use as they plan for students' education, and provides an overview of the district's curriculum offerings. Parents are encouraged to speak with their child's teachers and/or school counselors to discuss course objectives in greater detail. Those interested in additional information may also refer to the comprehensive subject area curriculum guides available in schools or from the APS website.

This handbook will be useful for parents and students to outline a course of study from a wide variety of course offerings available through the various career pathways approved by the state of Georgia. In addition to outlining the course offerings, this curriculum handbook also outlines graduation requirements, promotion and retention policies and guidelines as well as the district assessments that are required for all students.

A Word about the Standards

The Common Core Georgia Performance Standards for English/Language Arts, Mathematics and Literacy for Science, History and the Technical Subjects were adopted by the state of Georgia in 2011. The state of Georgia adopted these standards to ensure that all Georgia students have an equal access and opportunity to master the skills and knowledge needed for success beyond high school. Like the students in the forty-six other states across the country that have adopted the standards for high school in English/Language Arts, Mathematics and grades 6-12 literacy in Science, History/Social Studies and technical subjects, Georgia's students will now have a consistent framework, which will prepare them for success in college and/or the 21st century workplace. The Common Core Standards are different from the former Georgia Performance Standards due to the increased rigor and depth of instruction that are now provided to support post-secondary outcomes.

The Georgia Performance Standards or QCC standards remain in place for all other subjects. However, teachers are now expected to integrate literacy strategies to strengthen students' abilities to read, write, speak and listen in a manner that prepares them for success beyond high school.

Atlanta Public Schools Graduation Requirements

The graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

In support of student success, the Atlanta Board of Education shall offer programs of study that permit students to earn unit credit in grades 9 through 12 leading to graduation with a diploma that prepares students for post-secondary education and careers. To participate in any graduation exercises or ceremonies, Atlanta Public Schools seniors must meet all of the requirements specified below for a regular education diploma or a special education diploma. Students enrolled in Programs for Exceptional Children (PEC) whose Individualized Education Programs (IEPs) indicate that they are unable to meet these requirements shall be allowed to participate in graduation exercises and ceremonies.

Course Requirements

Area of study	Units required for Ninth-graders entering in 2008-2009 and beyond Required courses in italics
English/Language Arts	4 units <i>1 unit Ninth Grade Literature/Composition</i> <i>1 unit American Literature/Composition</i> <i>2 units English/Language Arts Core, including AP/IB courses</i>
Mathematics	4 units <i>1 unit CCGPS Coordinate Algebra or equivalent</i> <i>1 unit CCGPS Analytic Geometry or equivalent</i> <i>1 unit CCGPS Advanced Algebra or equivalent</i> <i>1 additional unit Mathematics Core, including AP/IB courses</i> <i>*See requirements for students with disabilities below</i>
Science	4 units <i>1 unit Biology 1</i> <i>1 unit Physical Science or Physics 1</i> <i>1 unit Chemistry 1 or Earth Systems or Environmental Science or an AP/IB course</i> <i>1 unit Science Core, including AP/IB courses</i>
Social Studies	3 ½ units <i>1 unit United States History</i> <i>1 unit World History</i> <i>½ unit Economics/Business/Free Enterprise</i> <i>½ unit World Geography</i> <i>½ unit American Government/Civics</i>
Modern Language/Latin	2 units <i>2 units of the same modern language or of Latin</i>
Career, Technical and Agricultural Education, Modern Language/Latin or Fine Arts	1 unit
Physical Education	1 unit <i>½ unit Personal Fitness</i> <i>½ unit PE Elective</i>
Health	½ unit Personal Health
Community Service	½ unit
Required	20 ½ units
Electives	3 ½ units <i>2 units related to thematic pathway</i>
Total	24 units

*Students with disabilities who take and pass Mathematics 1 in conjunction with a mathematics support class and Mathematics 2 in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3 or its equivalent for a total of 3 mathematics credits. Completion of 3 units of mathematics may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

Additional Requirements and Stipulations

1. Students who enroll in the ninth grade in the 2008-09 term and beyond shall:
 - meet attendance requirements,
 - earn unit credit in grades 9 through 12 as specified in Item 10 below, and
 - meet all state assessment requirements.
2. Units for graduation shall be awarded only for courses approved by the Georgia Board of Education for grades 9 through 12. The Individualized Education Program (IEP) shall specify whether core courses taken as a part of an IEP shall receive core unit credit.
3. The same course shall not be used to satisfy more than one unit requirement toward graduation.
4. Courses that earn unit credit are listed in state board rule 160-4-2-.20, *List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years*.
5. A unit of credit shall be awarded to students for the following minimum clock hours of instruction:
 - Regular school year, traditional schedule: 150 clock hours.
 - Regular school year, block schedule: 135 clock hours.
 - Summer school session: 120 clock hours.
6. Unit credit shall be awarded to students participating in dual enrollment programs based on the requirements in policy IDCH, *Joint Enrollment Programs* and state board rule 160-4-2-.34 *Dual and Joint Enrollment Programs*.
7. Unit credit shall be awarded to students who pass courses in the Georgia Virtual School based on the requirements of state board rule 160-8-1-.01. Online courses delivered by other providers must meet regional standards of accreditation, align with the state curriculum standards and meet the minimum clock hour requirements listed above.
8. A student must earn a grade of 70 or higher to receive credit for a course toward fulfilling graduation requirements. (Cross-reference: Policy IHA)
9. Minimum grade placement shall be as follows:
 - 9th grade: Completion of minimum 8th grade requirements (eight (8) courses, including Language Arts and Mathematics)
 - 10th grade: 6 units (4 core, including 1 unit each in English/Language Arts, Mathematics, Science and Social Studies)
 - 11th grade: 12 units (8 core, including 2 units each in English/Language Arts, Mathematics, Science and Social Studies)
 - 12th grade: 18 units (12 core, including 3 units each in English/Language Arts, Mathematics, Science and Social Studies)

10. Students shall meet the graduation requirements in effect at the time of their enrollment in the 9th grade, regardless of changes in requirements affecting subsequent classes.
11. Students transferring from private schools, home study programs, or other states or countries shall meet the graduation requirements that apply to the cohort of students in the grade in which they enroll. The transcripts of transfer students for whom it is not possible to meet an Atlanta Public Schools graduation requirement by the end of the senior year shall be evaluated on a case-by-case basis.
12. Students who officially withdraw from school and re-enroll in school at a later date shall be subject to the following requirements:
 - Students returning to school after having been withdrawn from school for one academic year or more must meet the graduation requirements that apply to the cohort of students in the grade in which they re-enroll. However, if students have transferred from school to school but have been consistently enrolled, the original graduation criteria apply.
 - Students returning to school after having been withdrawn from school one academic year or more who meet all assessment requirements in effect when they were last enrolled in a Georgia public school shall be eligible for exemption from the assessment requirements in effect for the cohort of students in the grade in which they re-enroll. However, the students must meet all requirements for attendance and units.
13. Students shall be promoted at the end of second semester or summer session of each year. Students in grades 9 and 10 shall not be promoted midyear. Students shall be promoted from 11th to 12th grade at the end of first semester if the student has earned the number of academic units required to achieve 12th grade status.
14. Students must meet all state assessment requirements for their cohort as referenced in state board rule 160-3-1-.07 *Testing Programs – Student Assessment*.
15. Test accommodations for students with disabilities shall be provided as required in state board rule 160-3-1-.07 *Testing Programs – Student Assessment*.
16. The following secondary school credentials shall be awarded:
 - High School Diploma - the document awarded to students who meet all attendance requirements, unit requirements and the state assessment requirements as referenced in state board rule 160-3-1-.07 *Testing Programs - Student Assessment*.
 - High School Certificate - the document awarded to students who meet attendance requirements and have earned 24 units but do not complete all other criteria for a diploma.
 - Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in state board rule 160-3-1-.07 *Testing Programs - Student Assessment* or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Programs (IEP).
17. Progress made by secondary students toward completion of high school graduation requirements shall be documented and reported to students and parents on a regular basis in the form of a progress report. The transcript shall serve as the official record. Paper transcripts are official only when embossed with the school's seal.
18. Interventions and support for acceleration and enhancement shall be available to assist students in meeting requirements for graduation.
19. Students are prohibited from substituting and exempting courses in the required minimum curriculum with exceptions listed below.

EXCEPTIONS

Graduation for Students with Significant Cognitive Disabilities

Appropriate curriculum and assessment shall be provided for students with disabilities. 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:

- completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, **and**
- participated in the Georgia Alternative Assessment (GAA) during middle school and high school and earned a proficient score on the high school GAA test, **and**
- reached the 22nd birthday **or** has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the Atlanta Public Schools.

Modern Language/Latin

1. Students whose native language is not English may receive an exemption from the requirement by demonstrating proficiency in the native language pursuant to state board rule 160-4-2-.48. Students who receive exemptions from this requirement shall substitute core courses for the two required modern language units.
2. Courses in American Sign Language may be taken to fulfill the modern language requirement.

Unit Credit in Middle School

Unit credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- the course must meet all 9 through 12 state curriculum standards,
- the transcript record for the course must include an End of Course Test (EOCT) score if an EOCT is required by the Georgia Department of Education, and
- the student must earn a grade of 70 or better.

Units earned in middle schools shall not be counted toward the total required units for graduation. The unit(s) earned in middle school shall be posted on the high school transcript and shall be counted as elective units, but grades for these courses shall not be used to calculate grade-point averages for purposes of class rank or HOPE scholarship eligibility.

Students who transfer from another state or country, which allows 8th grade credits to count toward graduation, may use the credit to exempt specific course requirements, such as modern language/Latin, but the students must complete 17 ½ core units and 24 total units in grades 9 through 12 to graduate.

Physical Education

1. One full unit of advanced band may be substituted for the one-half required elective unit of physical education. Students must complete one-half unit of personal fitness.
2. Three units of credit in Junior Reserve Officer Training Corps (JROTC) shall satisfy the one-half required unit of health and the one-half required unit of personal fitness if the courses include comprehensive health and physical education requirements specified in state board rule 160-4-2-.12 *Comprehensive Health and Physical Education Program Plan*. JROTC students must complete the one-half required unit of elective physical education.
3. Students completing two or more varsity athletic programs sanctioned by the Georgia High School Athletic Association (GHSA) may exempt the one-half required unit of elective physical education *without* earning unit credit. Completion of the athletic programs shall be verified by the APS Athletics Department and submitted to the principal. Students must earn 24 units of credit in order to graduate.

Grading/Evaluation of Students

The Atlanta Public Schools system recognizes that the grades a student earns are an ongoing measure of student success. APS wishes to maintain consistency in grading systems and procedures across the district, and directs the superintendent to develop administrative regulations for grading systems and procedures that include the following components:

- issuance of deficiency notices,
- determination of grading scales,
- calculation of mid-semester and end-of-semester grades,
- repetition of high school courses that were failed,
- modification of course numbers and grades when an error occurs, and
- acceptance of transfer credits and grades.

Factors regulating the determination and management of grades include the following:

1. The minimum passing score will be 70 for all courses taught in grades 4-12.
2. Students in grades K-3 will receive a performance-based evaluation (e.g. Satisfactory, Growth, Accomplished, In Progress, Needs Improvement, etc.)
3. Students in grades 4-12 will receive numeric grades.
4. End of Course Tests (EOCT) administered in high school courses must be used as the final examination for the course and must be factored into the final grade for the course in accordance with state board of education rule.
5. Grades issued in a home school setting will be recorded as Satisfactory (S) or Unsatisfactory (U). No numeric or letter grades will be recorded.

Student performance at each grade or organization level will be graded as follows:

Grades 4-12

A	90 - 100	Excellent achievement at the assigned performance level
B	80 - 89	Above average achievement at the assigned performance level
C	70 - 79	Average achievement at the assigned performance level
F	0 - 69	Failure to achieve at the assigned performance level
NE		No evaluation at this time

Literacy, English/Language Arts Program

Philosophy

A high-quality, comprehensive English language arts and literacy curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all of the key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults.

The English language arts and literacy curriculum includes the following elements:

- developing thinking and language through interactive learning,
- drawing on literature in order to develop students' understanding of their literacy heritage,
- drawing on informational texts and multimedia in order to build academic vocabulary and strong content knowledge,
- developing students' oral language and literacy through appropriately challenging learning,
- emphasizing writing arguments, explanatory/informative texts, and narratives,
- holding high expectations for all students,
- providing explicit skill instruction in reading and writing,
- building on the language, experiences, knowledge, and interests that students bring to school,
- nurturing students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life, and
- reaching out to families and communities in order to sustain a literate society.

Goals

To provide students the opportunity to:

- develop and apply early literacy strategies and skills to read and write,
- read a broad range of written materials,
- write to communicate for specific purposes ,
- contribute to conversations and listen carefully in large and small groups,
- develop a command of language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes, and
- study literature to recognize universal themes and compare styles and ideas across authors and eras.

Mathematics Program

Philosophy

The philosophy of the mathematics program is to enable students to successfully use mathematics as a tool for reasoning and informed decision making by providing them with a rigorous and relevant mathematics curriculum. The intention of the mathematics curriculum is to better prepare all students for college and career readiness by the time they graduate from high school. In addition, the purpose of the mathematics curriculum is to provide students the opportunity to develop a depth of understanding and ability to apply mathematics to real-world situations, just as college students and employees regularly do. Studying topics in depth and examining the relationship among mathematics concepts will better prepare students with the skills needed for our advancing technical and global economy.

Goals

The mathematics curriculum includes two sets of standards: one set for mathematical practice (how students are able to apply and communicate math knowledge, concepts, and skills) and one set for mathematical content (what students know, understand, and are able to do). The two sets of math standards are interdependent in the learning of mathematics. The content standards concentrate instructional time on critical topics for future learning and application, giving students the time to develop the procedural skills, fluency, and conceptual understanding that are needed to truly master mathematical concepts. The content standards provide the context for teachers to develop the standards for mathematical practice in their students. Because the standards for mathematical practice are habits of mind that are developed over a period of years, and not months, the standards for mathematical practice have been embedded in the mathematics curriculum at every grade level. Therefore, the goal of the mathematics curriculum is to develop the following competencies in every student:

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science Program

Philosophy

The science program is designed to provide students with the knowledge and skills necessary for proficiency in science. The program embraces the National Science Education Standards, Georgia Performance Standards (GPS), and Literacy in Science Common Core Georgia Performance Standards. Technology is integrated into the curriculum, when appropriate. Atlanta Public Schools believes that science experiences provide opportunities for learners to develop the skills and attributes of scientifically literate citizens with a lifelong interest in science.

Goals

Atlanta Public Schools goals for science education are aligned with the National Science Education Standards and Georgia Performance Standards. They are designed to enable students to:

- experience and investigate the world around them,
- use appropriate habits of mind and understandings of the nature of science as well as the principles of science when making decisions,
- participate actively in both the academic and public setting regarding scientific and technological concepts, and
- develop their knowledge of science, understandings, and skills-set in order to become scientifically literate in their prospective career.

Social Studies Program

Philosophy

The primary purpose of the social studies program is to provide students with the knowledge and skills necessary to serve as active participants in a democratic society. Through interacting with the social studies curriculum, students will acquire an understanding of America's democratic heritage and the role and responsibility of citizens in an ever changing interdependent world.

As part of the social studies program, students are provided with learning opportunities that support critical thinking, collaborative learning, and active participation while enabling students to function in a technologically advanced, economically and culturally diverse society.

Goals

The social studies curriculum is designed to:

- increase students' awareness of the democratic principles and values found in the Constitution and the Bill of Rights, which have shaped the foundation of this country,
- create an awareness of civic and social responsibility in the school, community, state, nation, world
- create globally responsible citizens who promote the welfare of all humans,
- provide a critical understanding of geography, history, economics, and political values that shape cultural interaction,
- increase students' knowledge of the world and promote awareness of the diverse elements that shape the people of the world, and
- acquire the skills necessary to be college and career ready.

Curriculum Organization

The social studies curriculum is based upon the Georgia Performance Standards with an integration of the Common Core Literacy Standards.

Skills

Students will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and make decisions. Students will also be able to use maps to retrieve information.

World Languages Program

Philosophy

Learning to communicate in another language is critical to our students' ability to function linguistically and culturally in an increasingly global society. Atlanta Public Schools envisions a future in which all students will develop and maintain proficiency in at least one other language. The focus of the world language program is to ensure that students receive quality instruction in a target language through an articulated, sequential program that prepares them for a global society and allows them equitable access to college and career options.

Purpose

The purpose of the Atlanta Public Schools world language curriculum is to move students towards proficiency in a second language. All courses are aligned to Georgia Performance Standards for Modern Languages (GPS) which are based on Standards for Foreign Language Learning in the 21st Century and the American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners.

Goals

The goals of the world language program are to:

- equip students with the skills that will enable them to function in a second language;
- develop communication skills that allow students to compete effectively in the global community;
- develop listening, speaking, reading, writing and cultural competence skills in the target and native languages; and
- increase the awareness of students' own culture and appreciation and understanding of the culture(s) of others.

Program

In 2012, the Atlanta Board of Education approved an increase in world language program teachers to enable all high school schools to provide at least two languages and to ensure the continuation of the languages offered in the cluster feeder pattern. World language program offerings at the high school level include Arabic, Chinese, French, Latin and/or Spanish, and the language offerings are determined by the cluster feeder pattern and the school and approved by the board of education. Students may enroll in more than one language. While the state no longer requires a world language for a Georgia high school diploma, it must be noted that many colleges and universities require the completion of at least three years of the same world language for admission.

English to Speakers of Other Languages (ESOL) Program

Philosophy

The philosophy of the ESOL program for the Atlanta Public Schools is founded upon the need to ensure that our limited English speaking community has equal access to the same meaningful education and involvement opportunities afforded to all students and parents in APS. Through the ESOL program, English learners (ELs) have access to high quality curriculum and instruction that meet their cultural and linguistic needs. The ESOL program also ensures that all parents of English Learners can become equal partners in the education of their children.

Goals

The primary goal of the English to Speakers of Other Languages program of Atlanta Public Schools is to ensure that students develop the skills they need to function and reach their potential as members of an English speaking society. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of the district's linguistically and culturally diverse student population. Thus, the ESOL program supports the Common Core State Standards-based curriculum by emphasizing social and academic language proficiency.

An additional goal of the APS ESOL program is to assist in developing an APS community that is inclusive of our parents who are limited English speaking. The ESOL program provides translation and interpretation services and classes and workshops for limited English speaking parents.

The Atlanta Public Schools strive to meet the needs of English learners and their parents by providing:

- support to students and parents in need of language assistance,
- professional learning for ESOL, classroom teachers and all APS staff,
- ESOL staff in schools where ELs are identified,
- resources and materials to support students of varying proficiency levels in various subject areas, and
- instruction that meets the individual needs of English Learners.

Program Eligibility

The English to Speakers of Other Languages (ESOL) program is offered to all English learners who meet the eligibility criteria as established by the state of Georgia. Any student who has a language other than English noted on the APS Student Enrollment Form is required by federal law to be screened for the ESOL program eligibility.

School-Home Communication

Per federal law, school-home communication must be in a language that our parents understand. In an effort to facilitate this communication, the Office of World Languages employs highly trained staff to provide translation and interpretation services in Spanish and utilizes district-approved vendors to ensure that the needs are met in other languages.

Fine and Performing Arts Program

Philosophy

The K-12 arts curriculum emphasizes authentic arts-centered learning while contributing to college and career readiness. An emphasis on lifelong learning in the arts supports the implementation of a challenging arts curriculum that is designed to educate the whole child. The curriculum continually develops critical and creative thinking, performance skills in each art form, vocabulary development, conceptual understanding, aesthetic insight, and cultural/historical knowledge.

Goals

The APS fine arts curriculum is designed with the expectation that students:

- learn performance skills associated with each art form,
- engage in the creative process,
- formulate personal responses to selected art forms, and
- develop their knowledge of fine arts, understandings and skill-sets in order to become artistically literate.

Program Description

Middle level students receive 9 week rotation connection courses in visual art; general music; and, in some schools, theatre and dance. Band, orchestra and chorus are offered as year round courses. Fine arts educators teach the Georgia Performance Standards for their discipline and focus on technique, complex problem-solving, higher order thinking skills, and connections.

Gifted and Talented Program

Philosophy

The gifted and talented education program in Atlanta Public Schools strives to architect globally competitive, critical and creative thinkers in the 21st century. We will create programming that is organized to ensure continuous development of advanced learners throughout their educational career: grades K-12. Gifted and talented education will provide appropriate differentiated instruction for gifted students to help them reach their maximum potential and become college and career ready.

Goals

Gifted and talented program goals align with the Programming Standards for Meeting the Needs of Gifted and High Ability Learners. As a result of the learner's engagement with the gifted and talented curriculum:

Students will know:

- communication is the imparting and exchanging of information between parties,
- critical thinking is a type of reasonable, reflective thinking aimed at deciding what to believe or what to do,
- problem-solving is the use of cognitive processes in order to find a solution to a difficult question or situation, and
- research is the systematic investigation into a study of materials and sources in order to establish facts and conclusions.

Students will understand:

- effective communication is necessary to carry out one's thoughts, visions and innovations,
- critical thinking is an important component of all educational and professional processes to create and/or modify knowledge,
- problem-solving is not simply a skill; it is a mind-set that is vital to one's ability to bring out the best in himself or herself and to shape the world in a positive way, and
- research skills are key to the acquisition of quality information, effective decision making and organizational effectiveness.

Students will:

- engage in diverse and authentic learning experiences to develop and apply innovative communication skills across disciplines,
- analytically critique a system of complex ideas utilizing logic and reasoning skills in novel ways,
- insightfully evaluate a variety of problems and arrive at innovative conclusions, and
- gather, decipher, and determine credibility of information from a variety of sources and integrate information through an analysis of content.

Physical Education and Health

Philosophy- Physical Education

The Atlanta Public Schools physical education (PE) program is designed to provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. The program provides a developmentally appropriate and comprehensive experience in physical education, which is essential for meeting the diverse needs of all students. Physical education classes promote a safe environment where individuals can experience a wide variety of activities and quality instruction at all levels.

Goals

Atlanta Public Schools goals for middle school physical education are to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The goals are aligned to the National Physical Education Standards and Georgia Performance Standards.

Students will be able to:

- demonstrate competency in motor skills and patterns needed to perform a variety of activities,
- demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities,
- participate regularly in physical activity,
- achieve and maintain a health enhancing level of physical fitness,
- exhibit responsible personal and social behavior that respects self and others in physical activity, and
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Physical Education

All students in grades 6, 7 and 8 shall have both health and physical education every year. Students in grades 6 and 7 will have a minimum of one nine week connection/exploratory per year in both health and physical education. All students in grade 8 will have one full semester of health and one full semester of PE.

Assessment

All schools within Atlanta Public Schools participate in the state fitness assessment (Fitnessgram). This is a mandatory annual fitness assessment for all students enrolled in a physical education class.

Parents/Guardians receive an annual report of their child's fitness assessment results.

Philosophy- Health

The purpose of the Atlanta Public Schools health program is to provide a comprehensive, age appropriate curriculum covering the following components during grades 6 through 8: alcohol and other drug use, disease prevention, environmental health, nutrition, personal health, sex education/AIDS education, safety, mental health, consumer health, community health and family living.

Goals

In the health education classroom, students will:

- develop a foundation of basic concepts and functional health knowledge,
- analyze the influence of family, peers, culture, media, technology and other factors on health behaviors,
- demonstrate the ability to access valid health information and products and to reject unproven sources,
- demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks,
- demonstrate the ability to use decision-making skills to enhance health,
- demonstrate the ability to use goal-setting to enhance health, and
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Middle School Health

One nine week health/personal fitness class is required per year in middle school.

International Baccalaureate Program (IB)

IB programmes encourage students, age 3 to 19 years, to be active learners, well-rounded individuals, and engaged world citizens.

Description

The International Baccalaureate program offers four high-quality educational programs that develop internationally minded students to become active, compassionate, and lifelong learners. The goal of the program is that these students will help create a better and more peaceful world.

The four IB programs are:

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. (Beecher Hills, Bolton Academy, Deerwood Academy, Rivers, Garden Hills, Brandon, Smith, Jackson)

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. (North Atlanta, Sutton)

The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and beyond. (Maynard Jackson, North Atlanta)

The IB Career-related Certificate, for students aged 16 to 19, is the newest offering from the IB. The IBCC incorporates the vision and educational principles of the IB Programmes into a unique offering specifically designed for students who wish to engage in career-related learning.

Learn More about IB

To learn more about the International Baccalaureate Organization (IBO), visit <http://www.ibo.org>.

Testing and Assessment Program

Philosophy

The Atlanta Public Schools' testing and assessment program supports students' teaching and learning by measuring achievement of the state-mandated curriculum and sharing results with students, teachers, and administrators in order to identify successes and areas for improvement. Testing and assessment in APS include state and national summative assessments as well as interim formative and diagnostic tests. The assessment of student learning provides a basis for promoting student achievement, institutional effectiveness, and the continuous improvement of student support.

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.

CRCT/CRCT-M

The CRCT is designed to measure how well students acquire the skills and knowledge described in the state-mandated content standards in Reading, English/Language Arts, Mathematics, Science and Social Studies.

End of Course Tests (EOCT)

The EOCT aligns with Georgia's state-mandated content standards and include assessment of specific content knowledge and skills. The assessments provide diagnostic information to help students identify strengths and areas of need in learning, therefore improving performance in all high school courses.

GAA

The Georgia Alternate Assessment (GAA) is a key component of the Georgia Student Assessment Program. An essential tenet of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) is the fact that states must ensure that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards.

Grade 8 Writing Assessment

The writing assessment for Grade 8 consists of an evaluation of each student's response to an assigned prompt. Students are assigned a topic from a prompt bank representing two genres: expository and persuasive.

Formative and Benchmark Assessments

Computer Adaptive Assessment System (CAAS)

Performance Series/Computer Adaptive is a cross-curricular (Reading, Language Arts, Math and Life Science) computer adaptive test that allows teachers to identify the level of a student regardless of the student's current grade level performance.

Student Learning Objectives (SLO)

SLOs are tests that measure student growth and academic achievement over a period of time. They are a vital component of the Teacher Keys Effectiveness System. District SLOs are standards-based tests that are measureable, focused on growth in student learning and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value and recognize success in the classroom.

Fifth and Eighth Grade Language Assessment

All fifth and eighth grade students enrolled in language courses are assessed annually to determine proper placement in grades 6 and 9. This allows APS to align instruction and articulate the program, avoiding repetition of material covered during prior years. This school year, teachers are preparing their students for the second year of the assessment by addressing listening, speaking, reading, and writing on a daily basis.

Career Pathways Program

Georgia's Career Clusters allow students to choose an area of interest in high school from the 17 clusters listed in Appendix 6. Students take classes tailored to their cluster, which helps them navigate their way to greater success, no matter the career they choose to do after high school graduation. Each cluster includes multiple career pathways. The aim of the program is to show students the relevance of what is being learned in the classroom, whether they want to attend a two-year college, a four-year university or go into the world of work directly. Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school.

BRIDGE Law

The BRIDGE law was passed in 2010 to help middle and high school students understand the relevance of education to their dreams and future plans.

Beginning in the 2010-2011 academic year, local school systems must provide to sixth, seventh and eighth grade students the following:

- Career Counseling
- Regularly scheduled advisement
- Career awareness
- Career interest inventories
- Information to assist students in evaluating their academic skills and career interests.

Individual Graduation Plan

Another part of the BRIDGE Act is the requirement that all 8th grade students create an Individual Graduation Plan (IGP) during the spring semester. This graduation plan helps “map out” the rigorous academic core subjects and focused work in mathematics, science, humanities, fine arts, world languages and/or sequenced career pathway coursework. The IGP is based on the students' selected academic and career area to prepare them for their chosen career. This plan must be developed in consultation with parents/guardians, students, the school counselor and/or the teacher as advisor.

Students are allowed to make changes to their IGP, but need to keep it sufficiently structured to meet graduation requirements and to qualify for admission to post-secondary education. It is advisable that any changes to the plan be based on career data gathered from career interest inventories.

These changes can be made in the high school during the ongoing review of the Individual Graduation Plan. During the IGP review, courses completed, schedules, career pathway, post-secondary plans, and related topics can be reviewed and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher-advisor.

To assist your son/daughter in completing the Individual Graduation Plan or selecting a career pathway, visit www.GACollege411.org

For more information on the BRIDGE law or career pathways, visit the Georgia Department of Education's website at www.gadoe.org

Middle School Promotion and Retention

Students in grades 6-8 must meet the following criteria to be eligible for promotion:

1. The student must perform at or above grade level in reading, language arts and mathematics on the student report card.
2. The student must be recommended for promotion by the classroom teacher and principal based on satisfactory classroom performance
- 3. 8th grade students:** must pass the CRCT in reading AND math (800 or above)

The detailed Atlanta Public School promotion and retention policy and regulation (Policy IHE and IHE-R) can be found on the district website at:

<http://www.boarddocs.com/ga/aps/Board.nsf/Public?open&id=policies#>

Appendix 1

Acronyms to Know in APS

Acronym	Meaning
ABE	Atlanta Board of Education
ADA	Americans with Disabilities Act
APS	Atlanta Public Schools
BOE	Board of Education
CCRPI	College and Career Readiness Performance Index
CIS	Communities in Schools
CLL	Center for Learning and Leadership
CRCT	Criterion-Referenced Competency Tests
CSIP	Comprehensive School Improvement Plan
DJJ	Department of Juvenile Justice
DOE	Department of Education
EIP	Early Intervention Program
EOCT	End of Course Test
ESOL	English to Speakers of Other Languages
GAE	Georgia Association of Educators
GAEL	Georgia Association of Educational Leaders
GAPSC	Georgia Professional Standards Commission
GHSA	Georgia High School Association
GHS GT	Georgia High School Graduation Test
GLA	Georgia Library Association
GMEA	Georgia Music Education Association
GNETS	Georgia Network for Educational and Therapeutic Support
GPB	Georgia Public Broadcast
GPEE	Georgia Partnership for Excellence
CCGPS	Common Core Georgia Performance Standards
GSBA	Georgia School Boards Association
HR	Human Resources
I&O	Instruction and Operations
IB	International Baccalaureate
IEP	Individual Education Plan
IC	Infinite Campus (Student Information System)
JROTC	Junior Reserve Officer's Training Corps
MEA	Migrant Education Agencies
NCLB	No Child Left Behind
NSBA	National School Boards Association
RESAs	Regional Educational Service Agencies
RTI	Response to Intervention
SACS	Southern Association of Colleges and Schools
SPLOST	Special Purpose Local Option Sales Tax
SREB	Southern Regional Education Board
SST	Student Support Team

Appendix 2

Georgia High School Association (GHSA)

Requirements for Athletic Participation

1.10 – Certification of Eligibility

1.11 **Students gain eligibility** to practice or compete for the school in which they are enrolled after they have been certified by the principal of that school, after the eligibility forms have been processed by the GHSA office, and after the students have met the standards of:

- academic requirements
- age
- semesters in high school
- residence in the school's service area
- transfer rules

Note: Students establishing eligibility as entering 9th graders are automatically eligible for the first semester.

1.20 – Enrollment and Team Membership

1.21 **To be eligible to participate and/or try-out** for a sport or activity, a student must be enrolled full time in grades 9-12 inclusive at the school seeking eligibility for that student.

1. Enrollment is defined as follows:

- a. Fall Semester: when the student participates in a practice or contest before classes begin, or the student attends classes.
- b. Spring Semester: when the student attends classes.
- c. A student may be enrolled in only one (1) high school at a time.

2. The student must be in regular attendance.

3. The student must be taking courses that total at least 2.5 Carnegie Units that count toward graduation.

NOTE: If an eligible student transfers from a school that uses a block-schedule format to a school using a traditional format (or vice versa) and that student cannot get a full schedule of classes with equivalent credit, the school may petition the Executive Director for a waiver of this rule for the semester the transfer occurs.

4. All or part of the course load of a student may be taken online through a virtual school as long as the student's grades are being kept at the school in which the student is enrolled. Grades from virtual school courses must be on file at the school by the first day of the new semester in order for the student to be eligible.

1.22 Students enrolled in **grade 9 in middle or junior high school**, which is a feeder school to the high school, may participate in interscholastic activities for the parent school.

1.50 – Scholastic Standing/ Scholarship

1.51 To be eligible to participate, practice, and/or try out in interscholastic activities, a student must be academically eligible. A student is required to pass classes that carry at least 2.5 Carnegie Units counting toward graduation the semester immediately preceding participation.

Exception 1: First semester ninth grade students.

Exception 2: A cheerleader who is academically ineligible for the spring semester may try out if she is passing ALL classes at the time of the tryout. The window of opportunity to try out under these conditions is available only during the ten (10) days set aside for tryouts that the school chooses.

- Passing in all GHSA member schools is a grade of seventy (70).
- Students participating in junior varsity or "B" team competition must meet all scholastic requirements.
- If an eligible student transfers from a school that uses a block-schedule format to a school using a traditional format (or vice versa) and that student cannot get a full schedule of classes with equivalent credit in the semester of the transfer, the school may petition the Executive Director for a waiver of this rule for the first semester after the transfer occurs.
- For schools offering courses with yearlong grading, eligibility must be computed for each semester.
- At the end of the first semester, the school must determine that the student has a grade of 70% or higher in classes carrying at least 2.5 Carnegie Units.
- The second semester grade will be the grade given for the entire course and shall include the end-of-course test grade.
- Remediation programs designed to bring the student's first semester grade up to 70% or higher may be used (in accordance with GHSA guidelines) if the school allows such programs for all students.

1.52 Students gain or lose eligibility on the first day of the subsequent semester. The first day of the Fall semester shall be interpreted as the first date of practice for the first sport.

1. Exception: Students who successfully complete summer school to maintain eligibility become eligible the last day of summer school.
 - Summer school is an extension of the previous semester and courses may be: a. remedial in nature where a previously-taken course is repeated in its entirety with a new grade given; b. enrichment in nature where a new course is taken that results in new credit being earned.
 - A maximum of two (2) Carnegie unit credits earned in summer school may be counted for eligibility purposes. NOTE: Additional credits may be earned in credit recovery programs or make-up programs.
 - Summer school credits earned in non-accredited home study programs or non-accredited private schools may not be used to gain eligibility. Accreditation recognized under the rule shall be from the Georgia Accrediting Commission (GAC) or a regional accreditation agency (such as SACS) or the Georgia Private School Accreditation Council (GAPSAC).
 - An independent study course taken in summer school must be regionally accredited and accepted by the school system for graduation credit.
 - Courses completed after the beginning of a new semester may not be used to gain eligibility for that semester. Example: night school classes, correspondence courses, etc.
 - Independent study courses taken during the school year must meet the criteria of 1.52 (a)

1.53 Students must **accumulate Carnegie units towards** graduation according to the following criteria:

1. **First-year students** (entering 9th grade) are eligible academically. Second semester **first-year students** must have **passed courses carrying at least 2.5 Carnegie units** the previous semester in order to participate.
2. **Second-year students** must have **accumulated five (5) total Carnegie units** in the first year, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
3. **Third-year students** must have **accumulated eleven (11) Carnegie units** in the first and second years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
4. **Fourth-year students** must have **accumulated seventeen (17) Carnegie units** in the first three years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
5. Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

Advisory Notice: Curricular Innovations

Requirements for participation based on scheduling configurations and alternative settings

A. BLOCK FOUR PROGRAMS:

1. The student takes four courses that are worth one (1) Carnegie unit each and the classes meet twice the number of hours per week as in the standard curricular programs.
2. To be eligible, a student must earn at least 2.5 Carnegie units.
3. Carnegie unit requirements are the same in all curricular programs.

B. BLOCK EIGHT PROGRAMS:

1. The student takes eight courses at some time during the term, and each course is worth one-half Carnegie unit.
2. To be eligible, a student must earn at least 2.5 Carnegie units during the term.
3. Carnegie unit requirements are the same in all curricular programs.

C. HYBRID SCHEDULING:

1. Definition: A student takes a combination of courses scheduled as block courses, yearlong courses and/or traditional courses.
2. To be eligible, a student must be enrolled in a combination of courses that carry at least 2.5 Carnegie units.
3. To be eligible, a student must have passed a combination of courses the previous semester that carries at least 2.5 Carnegie units.

DUAL ENROLLMENT definitions for GHSA

1.54 A Dual Enrollment program is defined as a program in which a fulltime student at a GHSA member high school takes one or more courses from a state public or private post-secondary institution and receives credit at the high school (toward graduation) and at the post-secondary institution.

1. Dual enrolled students shall take courses that are approved by the Georgia Department of Education.
2. Courses may be taken in a variety of formats (including distance learning and virtual courses) as long as the courses are approved.
3. Post-secondary semester hour credit shall be converted to high school unit credit as follows:
 1. 1-2 semester hours equates to .5 unit
 2. 3-5 semester hours equates to 1 unit
4. Post-secondary quarter hour credit shall be converted to high school unit credit as follows:
 1. 1-3 quarter hours equates to .5 unit
 2. 4-8 quarter hours equates to 1 unit

1.55 Students involved in approved Dual Enrollment programs shall be eligible to participate in GHSA activities provided that academic eligibility is maintained.

1. Courses taken each semester at the high school and/or post-secondary institution must total at least 2.5 units.
2. Courses passed the previous semester at the high school and/or post-secondary institution must total at least 2.5 units
3. Students will gain or lose eligibility on the first day of each semester at the high school and a college calendar that differs from the high school calendar may cause problems.
4. Students who withdraw or are dropped from a Dual Enrollment program and are returned to the high school only, may encounter eligibility problems.
5. Students involved in Joint Enrollment programs, Early College programs, or Gateway to College programs may not be eligible at their respective high schools.
6. A student who participates on an intercollegiate athletic team may not participate in any GHSA activity.

1.56 **Loss of Eligibility:** Students assigned to an **alternative school** or on **out-of-school suspension** for **disciplinary reasons, or adjudicated to YDC**, lose their eligibility. Suspension is considered to have ended when the student is physically readmitted to the classroom.

1.57 **Failure to Meet Academic Standards:** When a school administrator believes that the student has failed to meet the academic eligibility requirements due to conditions that were beyond the control of the school, the student, and/or his parents, and such that none of them could have been expected reasonably to comply with the rule, he may request that the student's case be put on the agenda of the **Hardship Committee**.

1. Ignorance of the rule(s) on the part of any individual is not sufficient cause to set aside the rule(s).
2. Schools must supply all the materials requested on the Hardship Application Form on the GHSA web site.

1.58 **Credit Recovery/Make-up Work:** Students who have academic deficiencies at the end of a semester may make up those deficiencies in programs that are available to any student in the school.

1. Credit recovery programs are short-term programs that involve a course that has been completed and a grade given. The student is given the opportunity to work on areas of deficiency.
2. Make-up programs occur when a course has not been completed and an "Incomplete" grade has been given. The student is given the opportunity to work on areas of deficiency.
3. Credit recovery and make-up work must be completed within fourteen (14) school days after the start of the next semester. The student is ineligible until such time as the work is completed and the required passing grade has been recorded. Exception: If the End of Course Test is not offered within 14 days of the beginning of the next semester, the student may be granted a reasonable extension by the GHSA.
4. The GHSA Executive Director shall be authorized to approve credit recovery or make-up work completed later than fourteen days after the start of the next semester if he finds that the:
 1. timeframe was not met due to circumstances outside the control of the student, his parent(s), and the school, AND
 2. work was completed as soon as reasonably possible, AND
 3. allowance for such a delay is offered on the same basis to all students in the school.
5. Credit recovery programs operated during the summer or in intersessions shall be completed within fourteen days of the beginning of the new semester. Students using those credits to gain eligibility are ineligible until the course is completed successfully. Credit recovery is used for remedial work only, and no new credit courses may be applied under this provision.
6. Students using credit recovery or make-up programs must have their eligibility submitted to the GHSA office on a "Form C."

1.59 Students with disabilities:

1. A student with disabilities who is enrolled in a special education program which is not physically located at the parent school (example: psycho-education center, regional occupation center, community-based instruction class, etc.) shall be eligible to participate, practice, and/or try out in interscholastic activities at the parent school if IEP (Individual Education Program) requirements are met.
2. Schools with students having to meet only IEP requirements for course credit must establish an accounting process for the number of courses passed each semester, and for the awarding of Carnegie units. Requirements for the date of entry into the ninth grade and for age apply to students with IEPs without variation.

Competitive interscholastic activities administered through local **special education programs** shall follow Georgia Department of Education guidelines and procedures for special education, and are exempt from GHSA requirements.

For a complete listing of all Georgia High School Association (GHSA) requirements please visit www.ghsa.net

Appendix 3

Non Traditional Education Opportunities

The Atlanta Public School system provides its students alternative environments for meeting degree requirements. Entrance requirements vary; therefore please contact your counselor for more information.

Adult Learning Program

Our adult learning program is for adults who desire to increase their basic skill levels in reading, mathematics, writing or the English language; and to prepare them to successfully complete the GED.

Areas of Instruction

- GED preparation
- Reading & Writing
- Math Proficiency
- Effective communication skills
- Technology
- English as a Second Language (ESOL)

The adult learning program serves residents within Atlanta city limits and South Fulton County. The main office is located at:

1757 Mary Dell Drive, SE.
Atlanta, GA 30316

You can also obtain more information at: www.atlantapublicschools.com/adulteducation

Atlanta Virtual Academy (AVA)

The Atlanta Virtual Academy provides students access to 100% online teacher-led courses as an alternative method for high school students to earn credit towards graduation. Students grades 8 -12 are eligible to take courses however all courses must be approved by a local school counselor or designee.

B.E.S.T. Academy Middle School

B.E.S.T Academy Middle School provides a rigorous single gender education with B.E.S.T. (Business, Engineering, Science, and Technology) practices which empowers students to learn at their highest potential.

Coretta Scott King Young Women's Leadership Academy Middle School (CSKYWLA)

CSKYWLA offers young ladies a rigorous college preparatory curriculum through a single-gender educational experience, in which, Kingian Principles are incorporated.

Forrest Hill Academy

The purpose of Forrest Hill Academy is to educate and equip all students, through intensive traditional and nontraditional academic, behavioral, and social support, preparing them for success in life, service, and leadership.

North Metro

North Metro is operated on a daily basis by The Georgia Network for Educational and Therapeutic Support (GNETS). GNETS supports Atlanta Public Schools continuum of services for students with disabilities, ages 3-21. GNETS programs provide an array of therapeutic and behavioral supports as well as specialized instruction for students. Students are referred by their local school districts through the Individualized Education Program (IEP) process. Most students served by GNETS programs are those with severe emotional and behavioral disorders. Other eligible students with disabilities may be served in GNETS classes when the frequency, intensity,

and duration of their behaviors is such that this placement is deemed by those students IEP teams to be appropriate to meet the student's needs.

South Metro

South Metro is operated on a daily basis by The Georgia Network for Educational and Therapeutic Support (GNETS). GNETS supports Atlanta Public Schools continuum of services for students with disabilities, ages 3-21. GNETS programs provide an array of therapeutic and behavioral supports as well as specialized instruction for students. Students are referred by their local school districts through the Individualized Education Program (IEP) process. Most students served by GNETS programs are those with severe emotional and behavioral disorders. Other eligible students with disabilities may be served in GNETS classes when the frequency, intensity, and duration of their behaviors is such that this placement is deemed by those students IEP teams to be appropriate to meet the student's needs.

Appendix 4
Course Progression Charts

English: Language Arts and Literacy

Grade	College Preparatory/Career Technical Pathway	Advanced Placement Pathway
K	Kindergarten English Language Arts and Literacy	Kindergarten English Language Arts and Literacy
1	First Grade English Language Arts and Literacy	First Grade English Language Arts and Literacy
2	Second Grade English Language Arts and Literacy	Second Grade English Language Arts and Literacy
3	Third Grade English Language Arts and Literacy	Third Grade English Language Arts and Literacy
4	Fourth Grade English Language Arts and Literacy	Fourth Grade English Language Arts and Literacy
5	Fifth Grade English Language Arts and Literacy	Fifth Grade English Language Arts and Literacy
6	Sixth Grade English Language Arts and Literacy	Sixth Grade English Language Arts and Literacy
7	Seventh Grade English Language Arts and Literacy	Seventh Grade English Language Arts and Literacy
8	Eighth English Language Arts and Literacy	Eighth English Language Arts and Literacy
9	Ninth Grade Literature and Composition	Honors Ninth Grade Literature and Composition
10	Tenth Grade World Literature and Composition	Honors Tenth Grade World Literature and Composition
11	American Literature and Composition	AP Language and Composition (American Literature/Composition)
12	British Literature and Composition OR Multicultural Literature and Composition	AP Literature and Composition

Mathematics

Grade	College Preparatory/Career Technical Pathway	Advanced Pathway (beginning at Grade 4)	Advanced Pathway (beginning at Grade 6)	Accelerated Pathway
K-5	Kindergarten Mathematics	Kindergarten Mathematics	Kindergarten Mathematics	Kindergarten Mathematics
1	Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1
2	Mathematics 2	Mathematics 2	Mathematics 2	Mathematics 2
3	Mathematics 3	Mathematics 3	Mathematics 3	Mathematics 3
4	Mathematics 4	Math 4 Advanced	Mathematics 4	Mathematics 4
5	Mathematics 5	Math 6	Mathematics 5	Mathematics 5
6	Mathematics 6	Math 7	Math 6 Advanced	Accelerated Math 6/7A
7	Mathematics 7	Math 8	Math 7 Advanced	Accelerated Math 7B/8
8	Mathematics 8	CCGPS Coordinate Algebra	CCGPS Coordinate Algebra	Accelerated CCGPS Coordinate Algebra/Analytic Geometry A
9	CCGPS Coordinate Algebra	CCGPS Analytic Geometry	CCGPS Analytic Geometry	Accelerated CCGPS Analytic Geometry B/CCGPS Advanced Algebra
10	CCGPS Analytic Geometry	CCGPS Advanced Algebra	CCGPS Advanced Algebra	CCGPS Pre-Calculus
11	CCGPS Advanced Algebra	CCGPS Pre-Calculus	CCGPS Pre-Calculus	AP Statistics OR AP Calculus AB/BC OR Dual Enrollment
12	CCGPS Pre-Calculus OR AP Statistics OR Advanced Math Decision Making OR Mathematics of Industry and Government	AP Calculus OR AP Statistics OR 4 th year CCGPS Course OR Dual Enrollment	AP Calculus OR AP Statistics OR 4 th year CCGPS Course OR Dual Enrollment	AP Calculus AB/BC OR AP Statistics OR Multivariable Calculus OR Dual Enrollment

Science

Grade	College Preparatory/Career Technical Pathway	Honors/AP Pathways	Accelerated/Gifted Pathway
K-5	GPS Science Grade K	GPS Science Grade K	GPS Science Grade K
1	GPS Science Grade 1	GPS Science Grade 1	GPS Science Grade 1
2	GPS Science Grade 2	GPS Science Grade 2	GPS Science Grade 2
3	GPS Science Grade 3	GPS Science Grade 3	GPS Science Grade 3
4	GPS Science Grade 4	GPS Science Grade 4	GPS Science Grade 4
5	GPS Science Grade 5	GPS Science Grade 5	GPS Science Grade 5
6	GPS Earth Science Grade 6	GPS Earth Science Grade	GPS Earth Science Grade 6
7	GPS Life Science Grade 7	GPS Life Science Grade 7	GPS Life Science Grade 7
8	GPS Physical Science Grade 8	GPS Physical Science Grade 8	GPS Physical Science Grade 9 (Students are required to earn 4 units of science credit in high school)
9	Biology	Honors Biology	Honors Biology
10	Chemistry or Earth Systems or Environmental Science	Honors Chemistry Honors	Honors Chemistry Honors Environmental
11	Physics or Physical Science	Honors Physics AP Biology AP Chemistry AP Environmental Science * Honors Physical Science	AP/IB Biology or AP/IB Chemistry or AP Environmental Science or AP/IB Physics
12	Human Anatomy & Physiology Botany Genetics Ecology Forensic Science Microbiology	AP Physics AP Biology AP Chemistry AP Environmental Science	AP/IB Biology or AP/IB Chemistry or AP Environmental Science

Social Studies

Grade	College Preparatory/Career Technical Pathway	HS Honors/AP Pathway	HS AP Pathway
1	Social Studies/ Grade 1		
2	Social Studies/ Grade 2		
3	Social Studies/ Grade 3		
4	Social Studies/ Grade 4		
5	Social Studies/ Grade 5		
6	Social Studies/ Grade 6		
7	Social Studies/ Grade 7		
8	Social Studies/ Grade 8		
9	American Gov./Civics (semester) World Geography (semester)	American Gov./Civics H (semester) World Geography H (semester)	AP Human Geography (year-long)
10	World History	World History H	AP World History
11	US History	AP U.S History	AP US History
12	Economics (semester) Social Studies Elective Current Issues (semester) Psychology (semester) Sociology (semester)	AP Macroeconomics (semester) and/or AP Microeconomics (semester) AP Government -US AP Comparative AP Psychology	AP Macroeconomics (semester) and/or AP Microeconomics (semester) AP Government -US AP Comparative AP Psychology

Appendix 5 Course Offerings

The following is a list of courses provided in Atlanta Public Schools by level. Please see your school counselor for more information about offerings at your local school.

MATHEMATICS COURSES	LITERACY COURSES
Mathematics 6 th , 7 th , and 8 th grade Advanced Mathematics 6 th grade Accelerated Mathematics 6/7A Advanced Mathematics 7 th grade Accelerated Mathematics 7B/8 Accelerated CCGPS Coordinate Algebra Connections Mathematics 6 th , 7 th , 8 th Gifted and Talented Math 6 th grade Gifted and Talented Math 8 th grade	English Language Arts and Literacy 6 th , 7 th , and 8 th grade Gifted and Talented Language Arts 6 th , 7 th , and 8 th grade
SOCIAL SCIENCE COURSES	SCIENCE COURSES
Europe, Latin America, The Caribbean, Canada, and Australia 6 th grade The Middle East, Africa, Asia 7 th grade Georgia Studies 8 th grade Gifted and Talented Social Studies 6 th grade Gifted and Talented Social Studies 7 th grade Gifted and Talented Georgia Studies 8 th grade	Earth Science 6 th grade Life Science 7 th grade Physical Science 8 th grade Gifted and Talented Science 6 th , 7 th , and 8 th grade
FINE ARTS COURSES	MUSIC COURSES
Chorus 6 th , 7 th , and 8 th grade Dance 6 th , 7 th , and 8 th grade Theatre 6 th , 7 th , and 8 th grade Dance Composition Art 6 th , 7 th , and 8 th grade	Music 6 th , 7 th , and 8 th grade Band 6 th , 7 th , and 8 th grade Orchestra 6 th , 7 th , and 8 th grade Guitar Techniques/Grade 6 th , 7 th , and 8 th grade
PHYSICAL EDUCATION COURSES	WORLD LANGUAGE COURSES
Health 6 th , 7 th , and 8 th grade Physical Education 6 th , 7 th , and 8 th grade PE Aquatics/Water Sports 6 th , 7 th , and 8 th grade	Chinese 8 th grade Chinese I Chinese II Latin 8 th grade Latin I French Grade 8 th grade Spanish Grade 8 th grade Connections French Connections Spanish Connections Latin Connections Chinese
ESOL COURSES	
ESOL 6 th , 7 th , 8 th grade	

Appendix 6

Contact Information

Do you need assistance in a language other than English?

If you are a parent who needs assistance in a language other than English, please contact the Office of World Languages and ESOL at (404) 802-7580.

For further information on specific programs, please contact APS at the following numbers:

Advanced Placement	(404) 802-2702
Career, Technical, and Agricultural Education	(404) 802-5892
College and Career Readiness	(404) 802-2702
Early Learning	(404) 802-3643
Fine Arts and Music	(404) 802-2698
Gifted and Talented	(404) 802-7585
Health and PE	(404) 802-2707
International Baccalaureate	(404) 802-2702
JROTC	(404) 802-5863
Literacy	(404) 802-2307
Mathematics	(404) 802-2717
Science	(404) 802-2781
Small Learning Communities	(404) 802-2388
Social Science	(404) 802-2371
Testing and Assessment	(404) 802-2694
World Language, ESOL	(404) 802-7583

