

Class of 2021



Student Planning Workbook

For students entering 9th grade during the 2017 -18 school year



PLEASE NOTE:
Graduation requirements are subject to change. Check with school counselors and board policy to verify that information is current.

Map Your Future

A quick reference guide for career and college-bound students

**9TH
GRADE**

**Honors
Courses**

Meet with teachers and counselors to review individual Career Pathway Plan and Graduation Plan

→ Begin CTAE Pathway Courses

**10TH
GRADE**

**Honors
Courses
and at least one
AP Course**

PSAT
Fall of 10th

Meet with teachers and counselors to review individual Career Pathway Plan and Graduation Plan

→ Apply for work-based learning opportunities (internships/apprenticeships)

**11TH
GRADE**

**Honors
Courses
and at least two
AP Courses
or
Dual
Enrollment**

**SAT/ACT
PREP
COURSE**

PSAT
If competing for National Merit Scholarships

→ Participate in work-based learning

**12TH
GRADE**

**Honors
Courses
and at least two
AP Courses
or
Dual
Enrollment**

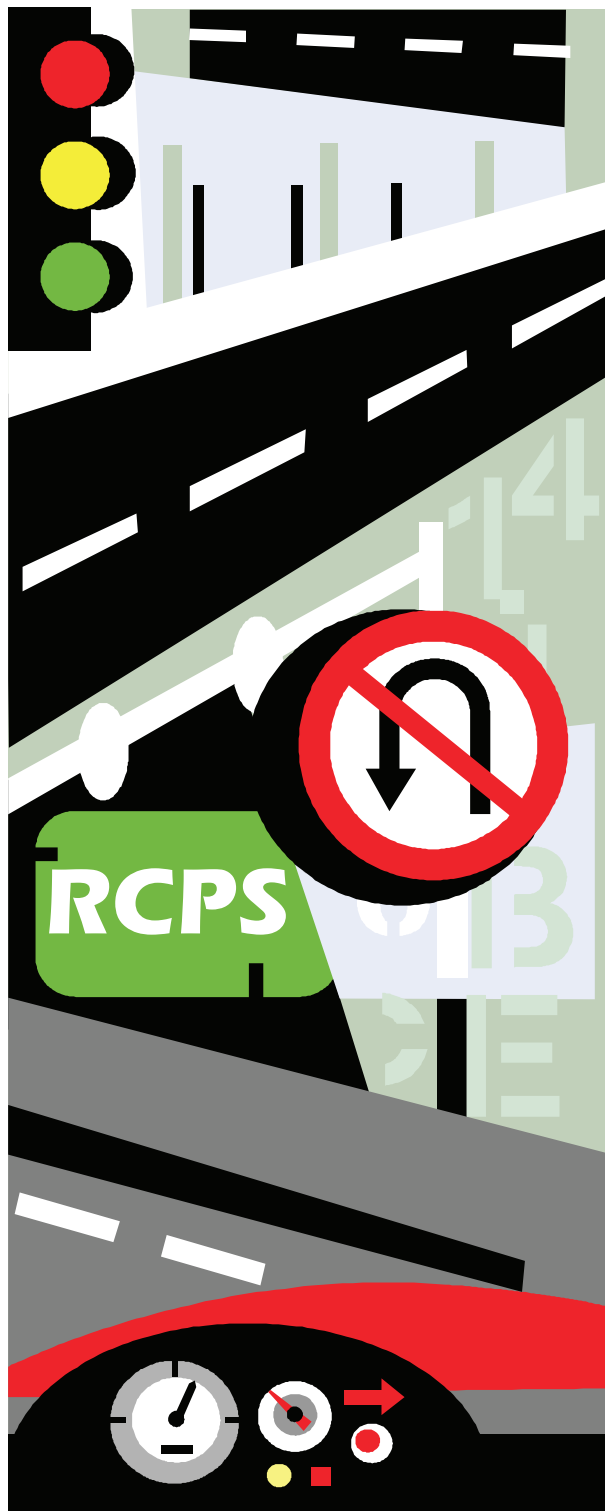
Ensure you have completed:

- ✓ 3 Math
- ✓ 3 Science
- ✓ 3 ELA
- ✓ 3 Social Studies

prior to taking SAT

SAT/ACT
Fall of 12th

→ Take End of Pathway Assessment (EOPA)



**SUBMIT
COLLEGE/
POST-SECONDARY
APPLICATIONS**
*No later than
December*

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Welcome to High School

To help students plan their high school education to meet their future goals, Rockdale County Public Schools (RCPS) has developed this Student Planning Workbook. This workbook provides graduation requirements for entering freshmen and offers a worksheet to be certain students remain on track for graduation. In addition, this workbook provides information relative to promotion guidelines, testing, and planning for post-secondary experiences including college, technical schools, or entering the job market.

Promoting Student Success in High School

A continuing goal of our Board of Education and school system is promoting higher standards and greater student achievement. For America to remain strong and maintain its position as a global leader, more demands must be made on students to excel educationally and to do their best every day. Student achievement is the top priority of Rockdale County Public Schools. Our curriculum is designed to be challenging and motivating for every student.

Planning Your High School Career

Please read the Student Planning Workbook carefully and use it when registering for high school courses and for choosing the program you will follow after high school. Parents should take an active role in ensuring that their students are enrolled in courses that meet their educational needs and goals. Under the current advisement system, each student with the assistance of his/her parents is given the opportunity and responsibility for choosing courses wisely.

RCPS high schools operate on the semester system. Credit is established by earning Carnegie units. A course that meets a minimum of 75 clock hours per semester carries one-half Carnegie unit of credit. Some courses offered have prerequisites. A prerequisite is a course that you must take before you can take another course.

Each student will receive assistance in registering for courses from a school counselor. Counselors will work directly with students to ensure that each student receives a comprehensive high school education experience that appropriately prepares the student for life beyond high school.

RCPS administrators and staff expect each student to enjoy a successful high school career that leads to lifelong learning and prepares each student to choose his or her direction in life.

Planning the High School Program

Graduation Plan

RCPS is committed to building students' capacity to improve their future; therefore, we are focused on the educational and career planning process for all students. Students deserve abundant opportunities to explore career interests and understand the connection between school and work. ALL educators are career developers.

Counseling, advisement, career awareness, career interest inventories, and information to assist students in evaluating their academic skills and career interests begins in middle school. High school students are provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary education, further training, or employment. An individual graduation plan shall:

1. Include rigorous academic core subjects and focused coursework in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway coursework (Federal Perkins Program of Study (POS));
2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
3. Align educational and broad career goals with a student's course of study;
4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;
5. Include experience based, career oriented learning experiences in the form of, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
6. Include opportunities for postsecondary studies through articulation and Move On When Ready (MOWR, formerly dual enrollment);
7. Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and
8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

Individual graduation plans will be reviewed annually, 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 adviser. An individual graduation plan may be changed at any time throughout a student's high school career upon approval.

While administrators, counselors, teachers, and parents have an important role to play in the planning process, ultimately it is the responsibility of the student to register for and pass all courses required for graduation. As students register for each semester, teachers and counselors will advise them about course selection based upon prior performance in the subject area and their academic goals.

Graduation Requirements

In September 2007, the State of Georgia introduced graduation requirements eliminating Georgia's "tiered" diploma in which there were different expectations for students. While the state sets the minimum requirements for graduation, local systems can add requirements above the state requirements — and RCPS has raised the bar for our students.

What's Different?

The state requires 23 units for graduation. RCPS requires students to have 24 units. (RCPS requires four units of social studies while the state requires three.) Our goal is to assure that our students have the knowledge and skills necessary to pursue the world of work, higher education, or both. The Rockdale Magnet School for Science and Technology has additional graduation requirements.

Secondary school instructional delivery and support services shall reflect the high school graduation requirements and assist all students to develop their unique potential to function in a global society.

To be eligible for graduation from a Rockdale County high school, a student must meet requirements in the following areas:

1. Attendance
2. Carnegie units of credit
3. Core curriculum courses
4. Passing scores on End of Course Tests (EOC) for specific courses

CTAE/Fine Arts/Modern Language/Latin

Students who wish to receive industry certification in certain areas under Career/Technical/Agricultural Education (CTAE) programs must follow specific pathways. To be eligible for certification, a student must earn three units in the same pathway. Any student planning to attend a University System of Georgia college or university must take a minimum of two years of the same modern language or Latin to meet admission requirements. CTAE, Fine Arts, Modern Language/ Latin are grouped in the same graduation area in the State Board Rule and on the Graduation Requirements chart on the following page. Students who are planning to complete a Career Technical Agricultural Education Pathway Program (recommended for all students) and attend college, will need to devote two of their four elective credits to foreign language or Latin courses to meet college/university entry requirements.

RCPS Diploma Options

- Regular diploma
- Magnet diploma
- Employment Preparatory or Life Skills Preparatory Diploma (for eligible special education students)

Honor Graduate Requirements

Honor graduates will be identified on the basis of the grade point average resulting from the procedure outlined in Board policy IHD-R which can be found on the district website at www.rockdaleschools.org under **About**, then **Policies**.

Honor graduate status will be conferred on all graduates who meet the following requirements:

- Cum Laude (Honors): minimum 3.5 GPA through 3.69, unrounded
- Magna Cum Laude (High Honors): minimum 3.7 cumulative GPA, unrounded
- Summa Cum Laude (Highest Honors): overall GPA of at least 3.9, unrounded

RCPS Graduation Requirements

for students entering 9th grade for the first time in fall 2017-18 and after

Subject Area	High School Diploma	Magnet Diploma
English/Language Arts Each of the required courses may be satisfied by an accelerated, AP, or dual enrollment (Move On When Ready) course equivalent.	4 units, must include: 1 unit 9th Grade Literature/Composition 1 unit American Literature/Composition	4 units, must include: 1 unit Magnet 9th grade Literature/Composition 1 unit Magnet 10th grade Literature/Composition 1 unit American Literature/Composition 1 unit 12th grade English
Mathematics	4 units, must include: 1 unit Coordinate Algebra or Accelerated Coordinate Algebra/Analytic Geometry A 1 unit Analytic Geometry or Accelerated Analytic Geometry B/Advanced Algebra 1 unit Advanced Algebra (if not passed in Accelerated Analytic Geometry B/Advanced Algebra) Additional units to complete the 4-unit requirement may include: Advanced Mathematical Decision Making, Statistical Reasoning, College Readiness Math, Pre-Calculus or Accelerated Pre-Calculus Calculus, AP Calculus AB/BC, AP Statistics Dual-enrollment courses that match/exceed these course levels	4 units Magnet Math, must include: 1 unit 9th grade Magnet math 1 unit 10th grade Magnet math 1 unit 11th grade Magnet math 1 unit 12th grade Magnet math with a minimum Magnet Calculus
Science**	4 units, must include: 1 unit Biology or Honors Biology 1 unit Physical Science, Physics, Chemistry, or Honors Chemistry 1 unit Chemistry, Honors Chemistry, Earth System, Environmental Science, Physics or an AP Science 1 additional science unit	9 units, must include: 1 unit Magnet Biology 1 unit Magnet AP Environmental Science 1 unit Magnet Chemistry 1 unit Magnet AP Physics 1 1 additional unit of Magnet AP Sciences (AP Biology, AP Chemistry, AP Physics 2, AP Phys C) 3 units Magnet Research 1 unit Senior Science Capstone Magnet Research/Magnet Internship
Social Studies	4 units, must include: 1 unit Government 1 unit World History 1 unit U.S. History 1 unit Economics	4 units, must include: 1 unit American Government 1 unit World History 1 unit U.S. History 1 unit Economics
Health/Safety	1/2 unit (or 2 units ROTC)	1/2 unit (or 2 units ROTC)
Physical Education	1/2 unit (Personal Fitness)	1/2 unit (Personal Fitness)
Fine Arts, Computer Tech, ROTC	None IMPORTANT – Students planning to enter post-secondary technical college, college, military, or the work force should carefully consider how courses in these areas may affect their post-secondary options.	1 unit, must include: Magnet Technology Course
World Language	None IMPORTANT – The Board of Regents of the University System of Georgia requires 2 units in the same foreign language (may include American Sign Language) for admission to its two and four-year institutions.	2 units (same language)
Career, Technical, Agricultural Education (CTAE)	3 units IMPORTANT – Three units in the same career pathway is required for certification and pathway completion. Failure to complete three units in the same pathway may adversely affect post-secondary choices for students planning to enter technical college or the work force.	
Senior Course Required	None	1 unit (Senior specialized Magnet course)
Electives	7 units, should include: 3 units CTAE (same pathway), 2 units foreign language, 2 additional electives; OR 3 units CTAE (same pathway), 4 additional units of CTAE or other electives; OR 7 units of mixed electives (NOT RECOMMENDED)	
TOTAL	24 units	26 units
1 Unit = 2 semesters of credit; Promotion requirements to: Grade 10 = 5 units Grade 11 = 11 units* Grade 12 = 16 units		

* Calculated for core courses (English, math, science, social studies, foreign language, fine arts) only. To be classified as an 11th grader (junior), students must earn 11 Carnegie units and pass all required courses in English, math, science, and social studies.

** The 4th Science unit may be used to meet both the science and elective requirement.

RCPS Advisement Sheet

Student _____ Student Number _____

Teacher/Advisor _____

Keep a record of the courses you take on this sheet. Refer to the Graduation Requirements on Pages 3 and 4 for details. The Worksheet on Page 8 will help you keep track of your requirement as well.
Be sure to check off each requirement as you complete it.

9th Grade – Year 1			
First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

10th Grade (5 units required for entry into the 10th grade) – Year 2			
First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

11th Grade (11 units required for entry into the 11th grade) – Year 3

First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

12th Grade (16 units required for entry into the 12th grade) – Year 4

First Semester	Second Semester	Notes First Semester	Notes Second Semester
Eng/LA _____	Eng/LA _____		
MA _____	MA _____		
SC _____	SC _____		
SS _____	SS _____		
CTAE/FA/FL _____	CTAE/FA/FL _____		
H/PE _____	H/PE _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		
EL _____	EL _____		

After High School – Years 5 and 6

Post-Secondary Goal		Workforce Goal
2-Year College _____	Major _____	Career Choice _____
4-Year College/University _____	Undergrad Degree _____	Training Required _____
Technical College _____		

Student Signature _____

Parent/Guardian Signature _____

RCPS Worksheet

All units shaded on the Worksheet must be included in the 11 units earned to be classified as an 11th grader (Junior).

English/Language Arts			4 units
9A _____	9B _____		1
10A _____	10B _____		1
11A _____	11B _____		1
12A _____	12B _____		1
Mathematics			4 units
Coordinate Algebra	A _____	B _____	1
Analytic Geometry	A _____	B _____	1
Advanced Algebra	A _____	B _____	1
Advanced Mathematical Decision Making or Pre Calculus or higher	A _____	B _____	1
Science			4 units
Biology	A _____	B _____	1
Physical Science	A _____	B _____	1
Science 3	A _____	B _____	1
Science 4	A _____	B _____	1
Social Studies			4 units
Government	A _____	B _____	1
World History	A _____	B _____	1
U.S. History	A _____	B _____	1
Economics	A _____	B _____	1
CTAE[♦] and/or Fine Arts and/or Modern Language/Latin^{♦♦}			3 units
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
Health (or 2 units ROTC)			½ unit
	_____		½
Physical Education			½ unit
	_____		½
Electives**			4 units
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
_____	_____	_____	1
Total Units = 24			

* Magnet students are required to take two units of the same Modern Language or Latin.

♦ For pathway completion, students must complete three courses (units) in the same sequence or pathway AND pass the End of Pathway Exam.

♦♦ Students planning to attend a college or university must take a minimum of two years of the same Modern Language or Latin to meet admission requirements.

** CTAE, Fine Arts, Modern Language, and Latin are grouped in the same graduation area in the State Board Rule and on the Graduation Requirements chart. Students who are planning to complete a Career Technical Agricultural Education Pathway Program (recommended for all students) and attend college, will need to devote two of their four elective credits to foreign language or Latin courses to meet college/university entry requirements.

Career, Technical and Agricultural Education (CTAE)

The cornerstone for preparing students to be College and Career Ready

CTAE prepares a highly skilled, sustainable workforce with the technical expertise, work ethic and employability skills that American business and industry need to remain globally competitive. Internships, work-based learning, apprenticeships and cooperative education programs bring RCPS students and potential employers together.

CTAE Career Clusters and Pathways Overview

The state of Georgia has identified Career Clusters that are structured to prepare students for Georgia's workforce. Georgia's Career Cluster Model represents multiple pathways, which guides students to success for college preparation and career development. The curriculum for each cluster is based on a set of common knowledge, skills and abilities which prepares students for various opportunities. These opportunities include but are not limited to advanced curriculum, dual enrollment, Work-based Learning, career awareness, career development and employability skills.

RCPS High School Career Clusters and Pathway Offerings

For course descriptions and class sequence information, visit:

http://www.rockdaleschools.org/departments/teaching_and_learning/curriculum_and_instruction/ctae

Career Cluster: Agriculture, Food, and Natural Resources

Veterinary Science

Career Cluster: Architecture and Construction

Architectural Drawing and Design

Carpentry

Electrical

Plumbing

Masonry

Welding

Career Cluster: Arts, AV/Technology, and Communications

Audio-Video Technology and Film

Graphic Design

Career Cluster: Business, Management, and Administration

Business and Technology

Entrepreneurship

Career Cluster: Education and Training

Early Childhood Care and Education

Teaching as a Profession

Career Cluster: Finance

Business Accounting

Career Cluster: Government and Public Administration

JROTC Marines

Career Cluster: Health Science

Therapeutic Services/Sports Medicine

Therapeutic Services/Patient Care

Therapeutic Services/Allied Health and Medicine

Diagnostics/Clinical Lab

Career Cluster: Hospitality and Tourism

Sports and Entertainment Marketing

Culinary Arts

Career Cluster: Human Services

Nutrition and Food Science

Interiors, Fashion, and Textiles

Career Cluster: Information Technology

Computer Science

Programming

Web and Digital Design

Information Support and Services

Networking

Career Cluster: Law, Public Safety, Corrections, and Security

Law Enforcement Services/Criminal Investigations

Law Enforcement Services/Forensic Science

Career Cluster: Manufacturing

Manufacturing

Career Cluster: Marketing

Fashion, Merchandising and Retail Management

Career Cluster: Science, Technology, Engineering, and Mathematics

Electronics

Engineering and Technology

Career Cluster: Transportation, Distribution, and Logistics

Automobile Maintenance and Light Repair

General High School Information

Benchmark Exams

Benchmark exams are administered for courses which require an End of Course Assessment (EOC). The primary purpose of these assessments is to determine areas of strength and weakness for individual students, schools, grade levels, and subject areas. These assessments are valuable tools for ensuring that our students are being equipped for success on high stakes State assessments. Furthermore, results of these assessments are valuable means of determining areas in need of instructional support. Benchmarks are administered at the end of the 1st, 2nd, and 3rd nine weeks of school.

Course Credit - Carnegie Units

Carnegie unit credit is granted only for courses that include concepts and skills based on the State Curriculum for grades 9-12. Carnegie unit credit will be awarded for successful completion of a course based on a minimum of 150 clock hours of instruction over the school year. One-half unit of credit will be granted for the successful completion of a semester course with a minimum of 75 clock hours of instruction.

Carnegie units of credit may be granted to students for out-of-school work as part of an approved Work-Study (Co-op) Program. The maximum number of units earned in this way is two per year.

Any Work-Study Program for which such credit is granted must be part of the approved High School Program of Studies for Rockdale County and must meet guidelines of the Georgia Board of Education. High school students who meet the qualifications as specified in Policy IDCH (Dual Enrollment/Move On When Ready) may earn Carnegie unit credit for successful completion of college courses as part of an approved college dual enrollment program. A course shall count only once for satisfying any Carnegie unit requirement for graduation. The same course cannot be used to satisfy a Carnegie unit requirement in more than one core area of study.

Carnegie units of credit for graduation shall be awarded to high school students participating in any eligible dual enrollment course using the ratio delineated in Policy IDCH (Dual Enrollment Programs).

A student shall meet the graduation requirements in effect at the time of enrollment in the 9th grade, regardless of the changes in requirements affecting subsequent classes.

Carnegie units will be awarded when the student has successfully demonstrated:

1. The required competencies contained in the course taken.
 - A. Units will be awarded on a 1/2-unit basis for a semester course successfully completed.
 - B. Unit credit will be given for successful completion of a course transferred from another accredited secondary school.
 - C. Unit credit will be awarded for the successful completion of a local school-approved dual enrollment course.
2. Minimal completion of all required work in a course as demonstrated by the minimum of a 70 average for class, homework, and test requirements.

Credit for Work in Other Schools

In accordance with the Southern Association of Colleges and Schools (SACS), Rockdale County Public Schools will validate competency, by course, before awarding Carnegie unit credit for work completed at a home school or private school that is not accredited by SACS, one of the SACS equivalents, such as the Georgia Accrediting Commission, or the Georgia Private School Accreditation Council (GAPSAC). Specifically, Rockdale County Public Schools accepts at face value credit transferred from the New England, Middle States, Southern, North Central, Northwest, and Western Associations, as well as the Georgia Accrediting Commission and GAPSAC.

For students entering Rockdale County high schools from a non-accredited school or a home school program, either for the first time or upon re-entry, the following guidelines, which are identical to guidelines in policy JBCA-R, shall apply:

1. Any student from a home study program or a non-accredited school entering or re-entering grades 9-12 will be required to pass a school administered nationally-normed or locally written system test in each required content area unless the courses are sequenced. If an EOC exists for a course, the student must take and pass the EOC to earn credit.
2. Students scoring above the 50th percentile on a nationally-normed test or 70 or above on a system test will be awarded Carnegie unit credit for which we have documentation.
3. For courses which are considered sequential, students will be accepted on a probationary status. Students will be evaluated at the end of the first semester in the next course of the sequence. Acceptance of student transfer grades and course credit will be determined at that time, based on satisfactory student performance of a score of 70 or above in the course for which the student is currently enrolled.
4. All students meeting the criteria to receive Carnegie unit credit will be given a P (pass) on their transcript. Those not meeting the criteria to receive Carnegie unit credit will be given an F (fail). No credit will be awarded for an F.
5. P (pass) on a student's transcript does not affect a student's cumulative GPA. However, that P in a core academic course will be excluded from the HOPE Scholarship GPA calculation.

6. No credit will be given for course work obtained in a home study program or nonaccredited school unless comparable course work is offered as a part of the local school system state-approved curriculum.
7. All students enrolled in a public school are evaluated on a periodic basis in order to assess student achievement and program effectiveness. Students entering or re-entering RCPS will be required to participate in all state or local testing programs when applicable (i.e., graduation exam).

Grade Placement

High school grade placement is based on the following: 5 units = 10th grade; 11 units = 11th grade. Class placement is made at the beginning of each academic year based on the number of units at that time.

Grading System - Academic Honors

1. Each school and Magnet program will have a valedictorian and salutatorian at graduation. These will be determined as follows:
 - A. Be identified as a Board Scholar as described below.
 - B. Be identified based on the highest and second highest numeric averages.
 - C. In the event of a tie (a matching pattern of zero value in the numeric averages):
 - I. For the first tie-breaker, the students will be identified based on the highest and second highest rank, as determined by the average of the weighted GPA class rank and the numeric GPA class rank.
 - II. For the second tie-breaker, the students will be identified based on the highest and second highest total SAT score.
 The principal reserves the final decision as to whether there shall be speakers at graduation ceremonies and, if any, who they shall be. This honor does not go automatically to the valedictorian and/or salutatorian. Valedictorians and salutatorians shall be recognized and shall have the opportunity to have an active part in graduation ceremonies.
2. Honor graduates will be identified on the basis of the grade point average resulting from the procedure outlined in Board policy IHD-R. Honor graduate status will be conferred on all graduates who meet the following requirements:
 Cum Laude (Honors): minimum 3.5 GPA through 3.69, unrounded
 Magna Cum Laude (High Honors): minimum 3.7 cumulative GPA, unrounded
 Summa Cum Laude (Highest Honors): overall GPA of at least 3.9, unrounded
3. Superintendent's Academic Awards will be given to the top ten students in 10th, 11th, and 12th grades at each high school and the Magnet School. The top ten students will be determined based on their cumulative GPA through the end of the first semester. In case of a tie with the GPA, the mathematical percentage average will be used. In order to be eligible to receive the Superintendent's Academic Award, a student must have been enrolled in the awarding high school for a minimum of 1-1/2 years. Dual enrollment in a post-secondary institution and the awarding high school also counts as part of the re-enrollment requirement.
4. The Board Scholars Award will be given to the top ten (10) students in the 12th grade in each high school and the Magnet School. These students will be identified based on their cumulative weighted GPA through the end of the second semester. In the event of a tie with the GPA, the mathematical percentage average will be used. In order to be eligible to be a Board Scholar, a student must be enrolled in the awarding high school for a minimum of two years. Dual enrollment in a postsecondary institution and the awarding high school also counts as part of the enrollment requirement. These students must successfully complete a minimum of four AP or dual enrollment courses, and be enrolled in at least one AP or dual enrollment course each semester of their junior and senior years.

Report Cards - Reporting to Parents

Individual student progress shall be reported to parents or guardians by means of report cards generated at the end of each instructional period. Midway through the instructional period, parents or guardians shall be provided a progress report showing the progress of their child in each class in which the student is enrolled. The instructional period for all grades and all courses is 18 weeks. Grades are calculated as follows:

Courses without an EOC

1st and 2nd Semester Grades: 80% - grades earned during the semester, 20% - Final Exam

Courses with an EOC

1st Semester Grades: 80% - grades earned during the semester, 20% - Final Exam

2nd Semester Grades: 80% - grades earned during the semester, 20% - EOC/Final Exam

Dual Enrollment EOCT Courses: 80% - grades earned during the semester, 20% - EOC/Final Exam

Accelerated Math Courses with an EOC

Accelerated Coordinate Algebra/Analytic Geometry A, and

Accelerated Analytic Geometry B/Advanced Algebra

1st Semester Grades: 80% - grades earned during the semester, 20% - EOC

2nd Semester Grades: 80% - grades earned during the semester, 20% - Final Exam

Schedule Changes

Student schedule changes are limited to the first ten days of the semester. Should an extreme circumstance arise involving an individual student past the ten-day limit, the principal may authorize a schedule change in writing.

Tests Required for Graduation

End of Course Tests (EOC)

EOCs are State assessments for core subjects. EOC is administered at the end of the second semester for all courses. The EOC counts 20% of the course grade. EOCs are administered for the following eight courses:

Mathematics: Coordinate Algebra and Analytic Geometry

Social Studies: United States History and Economics/Business/Free Enterprise

Science: Biology and Physical Science

English/Language Arts: 9th Grade Literature and Composition and American Literature and Composition

Students enrolled in courses for which an EOC exists must participate in the EOC and pass the course in order to obtain credit for those courses. This includes dual enrollment students in comparable EOC courses.

Subject Area Competency

This allows students to take an EOC exam to earn credit for an EOC course in lieu of seat time. Please refer to the details of testing out in RCPS Board policy IHF.

Specialty and Choice Options

Introduction to Specialty and Choice Programs

Rockdale County Public Schools has specialty and choice options that are open to students across the district. Some of these programs include certifications and / or college credit. Existing programs include the Performing and Visual Arts Academy at Heritage High School, the Institute of Advanced Technology at Rockdale County High School and the International Entertainment and Business Leadership Academy at Salem High School. Our high schools also offer Microsoft IT Academies and AVID (Advancement Via Individual Determination) programs which help students have an advantage when entering the workforce or preparing for higher learning. Visit the district website for more information about specialty and choice options.

Alpha Academy

An alternative and complement to the traditional elementary/middle/high school program is the Alpha Academy. At Alpha Academy, students benefit from small class sizes that provide flexibility and the opportunity for individual growth. The primary goal of Alpha Academy is to help students become successful in school so they can return to their home school. Student assignment to Alpha Academy may be made by a placement committee or as the result of a disciplinary tribunal.

Open Campus

The Open Campus secondary program provides a flexible educational opportunity to students who may be unlikely, for a variety of reasons, to reach their full potential in the traditional high school structure. This program provides an educational opportunity to students who are at least 16 years of age. Students must not currently be serving long-term suspension or expulsion. The general student population to be served will include but not be limited to:

- Students needing to makeup one or more courses for graduation;
- Students with social, emotional, environmental, and/or self imposed issues;
- Traditional students with individual wants/needs;
- Students desiring accelerated completion of non-EOC courses;
- Students desiring a nontraditional setting to complete graduation requirements.

All students will be held to highest expectations for conduct and decision making while enrolled in the program. The school operates on a mini-semester plan. The school year is divided into four 36-day terms. Students attend classes 4 days a week, Monday – Thursday. Students are required to follow a strict Attendance Policy and may be withdrawn after five absences. A standard RCPS high school curriculum will be offered and delivered by a qualified faculty as well as computer supported instruction. All students will participate in an intensive advisor/advisee mentor program during their tenure at Open Campus. Students must complete all RCPS diploma requirements for graduation. Students participating in the graduation ceremony will be included in the procession at their home schools.

Rockdale Career Academy (RCA)

RCA is a comprehensive career technical high school. Courses offered at RCA are aligned with Georgia's Career, Technical, and Agricultural Education – or CTAE – which has historically provided students with the high quality education necessary to prepare for career opportunities in the Georgia economy. CTAE offers students a challenging curriculum and ensures that every student graduates from high school with the academic skills, hands-on experience in real work environments, and intensive career guidance required to succeed in college and/or employment.

Students specialize in a career pathway through high school and into post-secondary education or training. To obtain pathway completion, students must complete three courses (units) in the SAME pathway. Failure to complete three units in the same pathway, may adversely affect post-secondary choices for students planning to enter college or the work force. Please discuss the CTAE program areas and related pathways with your counselor.

Rockdale Virtual Campus (RVC)

RVC offers students the opportunity to complete a variety of courses in an online format via a home computer. The online experience will also prepare students for the demands they will encounter in higher education, the workplace, and personal life-long learning. An online experience requires students to complete assignments, meet deadlines, learn appropriate online behavior, and effectively collaborate with others in an instructional setting while working independently. Students interested in learning more about RVC or taking a course through RVC should speak with their counselor. NOTE: RVC courses may not be accepted by the NCAA eligibility Clearing House for DI and DII athletes.

Other Learning Opportunities

In addition to the variety of courses in the curriculum, RCPS offers several programs to meet the special needs of students.

Career Centers/Career Searching

Each high school has a career center that provides information on career opportunities and resources for personal and professional development. The career center specialists and high school counselors work together to help students make appropriate career and college choices.

Students are encouraged to begin career searching early. There are many great sources of information for students who are interested in exploring careers. Students can take career interest inventories, do volunteer work in an area that interests them, read and research particular careers, and write, e-mail, or speak to others in the field they are interested in pursuing. The web site www.gacollege411.org offers a career interest inventory and links to every public, private, and technical college in the state of Georgia. Another great resource is the Occupational Outlook Handbook found at www.bls.gov/ooh.

English to Speakers of Other Languages (ESOL)

The goal of the ESOL program is to provide an opportunity for students whose dominant language is not English to acquire English proficiency and at the same time continue learning content. The school system identifies those students whose dominant language is not English. These students may be those who do not speak English, learned a language other than English first, or speak a language other than English at home. The opportunity for English language proficiency testing is required by law for language minority students to determine their English proficiency for academic purposes.

Extracurricular Activities

Sports — Rockdale County high schools are members of the Georgia High School Association and adhere to its policies with regard to interscholastic sports and activities. All high schools have active teams participating in baseball, basketball, cheerleading, cross-country, football, golf, soccer, softball, swimming, tennis, track, volleyball, and wrestling. Students are encouraged to participate in the sports program as their abilities dictate. For more information about competitive interscholastic eligibility and activities, contact the school's athletic director.

For current NCAA Division I eligibility rules, check the NCAA High School Portal at: www.eligibilitycenter.org

Clubs and Organizations — Many clubs and organizations are available at each high school. Some are open to all students while membership in others is restricted by academics and other requirements. Efforts are made at the beginning of each school year to attract all students to participate in those organizations and clubs that will appeal to them.

Governor’s Scholarship Program

This scholarship must be funded annually by the state legislature. It is a merit based scholarship and its purpose is to recognize Georgia’s high school valedictorians and STAR students, and to encourage them to attend a public or private college or university in Georgia by providing scholarship funds. Additional information on the Governor’s Scholarship Program and requirements for eligibility can be found at: gacollege411.org.

Hospital/Homebound

This program is offered to students who cannot attend class in a regular school setting due to illness or accident. Students must be projected to be absent a minimum of ten consecutive school days. Consult your local school for the form necessary for entry into the program. Arrangements to meet curricular needs beyond those provided by Hospital/Homebound teachers must be made through the Student Support Team at the student’s home school.

JROTC

The Leadership Education Program, known as JROTC, is a consolidated program available to qualified students in all of our high schools. It is designed to help the cadets develop into responsible and productive citizens. The curriculum is designed to enhance and complement the cadet’s academic efforts in all classes. The development of character, self-discipline, and academic performance is the primary focus of the program.

Opportunities for Students With Disabilities

There are several agencies/services who work with students who have mental, physical, and emotional disabilities after they leave high school. Rehabilitation Services (Vocational Rehabilitation) is a publicly funded department. The employees of this department work with mentally and physically disabled students 16 years old and older. Contact can be made through the Special Education Department in the student’s high school or by calling Learning Support, 1127 West Avenue, Conyers, GA 30012. 770-860-4231. Other services are available through the following agencies:

1. Rockdale Industrial Opportunities – a publicly funded rehabilitation workshop for individuals with disabilities.
2. Group Homes – two publicly funded residential centers for disabled individuals whose families may be unable to care for them. Transportation is provided to other training centers during the day. Contact Rockdale CARES or Viewpoint Health Services.
3. Warm Springs (GA) Vocational Rehabilitation Center – a residential center in which individuals with disabilities learn independent living skills and work skills.
4. Viewpoint Health Services – Contact the developmental disabilities counselor.
5. Atlanta Services for the Blind
6. Annandale Village of Suwanee – a privately funded residential center for individuals with intellectual disabilities.

Parent Portal - Infinite Campus

Infinite Campus provides students and guardians with real-time access to their information as it is entered by teachers, counselors, and staff. This reduces printing and mailing costs and minimizes lost school-to-home communications. It also has a convenient Campus Portal mobile app that is accessible from any Apple IOS and Android device. Detailed information on setting up an account can be found in the Parents section on the district website at www.rockdaleschools.org. Parents will need to obtain an activation code from your school.

Post-secondary Options

Tuition is paid to Georgia public post-secondary schools for high school students who meet certain criteria. These classes may be on a dual enrollment/Move On When Ready or early admission basis. Some of these classes are held in our high schools. Students should be age 16, have a 3.0 average in academic subjects, and meet ACT or SAT qualifying testing standards. These requirements are subject to change. See your counselor for more information.

Advanced Placement (AP) Classes

Advanced Placement (AP) classes are year-long courses based upon college level curriculum. They are taught at the high school during the regular school day. A national exam is given at the end of the course and graded by readers employed by the College Board. Many post-secondary institutions either award post-secondary credit for a successfully completed exam or allow a student to exempt certain courses. The exam is optional; however, weighted credit will only be offered to those students taking the AP exams or completing an AP portfolio. The student is responsible for all fees. Individual colleges determine guidelines for the awarding of credit. Some post-secondary institutions do not honor AP credit.

Articulated Credit

Articulation is a partnership agreement between Georgia Piedmont Technical College or other Georgia Technical College System schools and the school system that provides an opportunity for students to earn college credit for courses taken in high school that are the same as technical college courses.

Move On When Ready (MOWR) - Formerly Dual Enrollment

Move On When Ready allows qualified high school students the option to begin working toward a college degree while still pursuing a high school diploma. This program enables participants to fulfill high school graduation requirements by taking college courses that provide dual credit, simultaneously completing high school and college course requirements. There may be fees associated with these classes. The list of eligible courses may be found at the Georgia Student Finance Commission website at: gacollege411.org. For more information, please talk with your counselor.

Special Education

Special education programs are available to high school students who meet specific eligibility criteria in the following program areas: specific learning disabilities, intellectual disabilities, emotional and behavioral disorders, speech/language impairments, visually impaired and/or hearing impaired, orthopedically impaired, other health impaired, autism, and traumatic brain injury. All due process procedures as mandated by state and federal laws are strictly followed. Special classes are available for students who require more structured learning in a small group setting. Upon completion of these classes, students who meet the requirements will be given a regular course number indicating that the course may be used toward a diploma. Students meeting Individual Education Plan (IEP) objectives only will be given elective credit toward a diploma or credit toward an Employment Preparatory or Life Skills Preparatory Diploma. An Individual Transition Plan is written for each student to support his/her movement from school to adult life. For further information, contact Learning Support, 1127 West Avenue, Conyers, GA 30012. 770-860-4231.

Summer School, Intercession, Credit Recovery

High school students who do not successfully complete coursework needed to move on to the next grade or fulfill graduation requirements will be provided opportunities through summer school, intercession, or credit recovery to remediate this coursework for the needed credit. Students are encouraged to talk to their counselor about these opportunities and to discuss their eligibility to participate. Students are responsible for any fees involved.

As of August 1, 2010, the NCAA Eligibility Center revised their guidelines and will no longer accept RCPS credit recovery courses for eligibility. Students who exempt modules or finish a course in an abbreviated time frame may meet high school graduation requirements; however, they would not meet NCAA eligibility requirements under the new guidelines. NCAA guidelines only apply to student athletes who may choose to become college athletes. For detailed information, see your counselor or principal.

Test Preparation Information

Ample test prep information is available on the Internet for free. Test prep materials are available at each high school counseling office. The best preparation for any college admission test is participation in rigorous coursework, and participation in the PSAT in 10th and 11th grades. Using these tests as guides, students can gain a wealth of insight. Visit these web sites for more information: www.act.org (ACT), www.collegeboard.com (SAT), www.gacollege411.org.

Work-Based Learning (WBL)

Work-based learning can be used in a planned program of study to complete requirements for graduation. Some of these programs involve students working for pay on or off campus in a job compatible with their career choice. Some positions such as internships will not be paid. See system WBL/YAP coordinator for details. These programs are designed for all students.

Youth Apprenticeship Program (YAP)

YAP is a program of study combining school-based learning with structured work-based learning, which leads to a high school diploma, post-secondary credential, and a certificate of occupational skills. Students 16 years old and older who are interested in preparing for a career while enrolled in high school select a course of study such as: Automotive, Banking and Finance, Business, Drafting and Design, Electrical, Law Enforcement, Health Occupations, Horticulture, Culinary Arts, and Teaching.

The sequence of courses guides each student's academic preparation. On-the-job training, guided by a skilled work-based mentor, prepares the student for entrance into a post-secondary institution. Students are paid for their work experience as businesses help produce successful workforce candidates.

Planning Beyond High School

Post-secondary Planning Calendar

9th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Continue to focus on career possibilities.
3. Visit the career center to become familiar with resources.

10th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Begin a formal measure of career interest and aptitude (i.e. Self-Directed Search, gacollege411.org). Discuss your results with parents, other adults, teachers, and peers. Plan to take elective courses that are related to your career interests, and visit some job sites.
3. All 10th grade students take the PSAT in the fall of the sophomore year. The PSAT is given once in October.
4. All students in the 10th grade take the PLAN in the fall. Scores correlate highly with ACT scores and academic preparation. The career interest inventory is also helpful.
5. Volunteer in a career field of interest.

11th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Take the PSAT again in the fall of the junior year. Students must register to take the PSAT. Check with counselors prior to October regarding the PSAT date. To qualify for National Merit Scholarship and other scholarship competitions, the PSAT must be taken during the junior year.
3. Visit the high school counselor regularly. The counselor will guide students in the exploration of possibilities and in the college application process. Take advantage of books, videos, and catalogs in the counseling office, media center, and career center.
4. Begin to visit post-secondary campuses.
5. Register with the NCAA Eligibility Center if interested in athletic participation in a Division I or II school. Be familiar with NCAA credit recovery acceptance policy on page 17.
6. Visit campuses.
7. Consider taking an internship as part of your school schedule.
8. Volunteer in a career field of interest.

12th Grade

1. Meet with your counselor to update your Graduation Plan.
2. Students planning to enter college take the SAT and/or ACT in the fall. Check post-secondary catalogs or the College Handbook to determine which test is required for admission.
3. Maintain an academically rigorous course of study.
4. Talk with representatives of post-secondary schools when they visit the high school campus, attend the PROBE Fair, obtain scholarship information, and note test registration dates.
5. Select post-secondary and technical schools to which you would like to apply.
6. Visit the career center. Request information about scholarships, applications, catalogs, and financial aid. Sign up for scholarship notifications on www.fastweb.com.
7. Submit application, application fee, and a copy of the high school transcript to at least two colleges. Prospective Division I or II athletes must send final transcript to the NCAA Clearinghouse.
8. Obtain Free Application for Federal Student Aid form (FAFSA) from counselors or post-secondary institution after January 1. Applications are also online at www.fafsa.ed.gov. Most institutions require the FAFSA with the application. The FAFSA must be completed with the parents/guardians. Private institutions may require additional forms.
9. Visit post-secondary institutions of choice.
10. Finalize post-secondary choices.
11. Consider taking an internship or apprenticeship in a career field of interest.



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