



#### Instructions

1. Use Google Sheets to [create a spreadsheet](#) with data you'd like to merge.
  - a. Make sure you name your columns in row 1.
2. Select menu item Add-ons > Avery Label Merge > New merge.
3. Put your cursor in the box below. This box represents the label or name tag.
4. Click column header names on the sidebar to insert them into the box
5. Click Merge on the sidebar when you're done.

Label or Name Tag:

# High School Planning





Principal: Connie Franklin

Asst. Principal: David Leenman

School Counselor: Betsy Escamilla

# Guide



# Class of 2021



Principal: Connie Franklin

Asst. Principal: David Leenman

School Counselor: Betsy Escamilla

## Graduation Requirements Class of 2021

### ENGLISH – 4 UNITS

	9 <sup>TH</sup> LIT/COMP *
	10 <sup>TH</sup> LIT/COMP OR WORLD LIT
	11 <sup>TH</sup> (AMERICAN) LIT/COMP *
	12 <sup>TH</sup> LIT/COMP

### MATH – 4 UNITS

	FOUNDATIONS OF ALGEBRA
	ALGEBRA I*
	GEOMETRY*
	ADVANCED ALGEBRA
	4 <sup>TH</sup> MATH OPTION

### SOCIAL STUDIES – 3.5 UNITS

	WORLD HISTORY
	AMERICAN GOVERNMENT OR CIVICS (.5)
	UNITED STATES HISTORY*
	ECONOMICS*

### SCIENCE -4 UNITS

	PHYSICAL SCIENCE*
	BIOLOGY*
	CHEMISTRY OR ENVIRONMENTAL SCIENCE
	PHYSICS, ANATOMY, FORENSICS, ENV. SCI., EARTH SYSTEMS, ZOOLOGY, HORTICULTURE, ANIMAL SCI., FOREST SCI., ENGINEERING APPLICATIONS, OR MOWR
	OPTION _____

CHEMISTRY AND PHYSICS ARE RECOMMENDED FOR STUDENTS PLANNING TO ATTEND COLLEGE.\*

### HEALTH AND P.E. (.5 EACH)

1 UNIT TOTAL

	HEALTH (.5)
	PERSONAL FITNESS (.5)

\*FOREIGN LANGUAGE /FINE ARTS/

CTAE (PATHWAY OR COMBINATION OF THREE IN ANY AREA)


POST SECONDARY PLANS: \_\_\_\_\_

### ELECTIVES


AP Courses: \_\_\_\_\_

MOWR Courses: \_\_\_\_\_

**27 total units required for graduation**  
(Potential to earn 32 credits)

\*Indicates an EOC or End of Year Course test required at the end of the semester to earn credit in course.

\*\*Most Colleges require 2-3 consecutive years of Foreign Language. Check the Freshman Profile of particular colleges.\*\*

**8** Units of credit opportunities each year on block schedule.

**4** Years of High School!

**32** Units of credit can be earned over 4 years!

### Promotion Guidelines

**9th Grade to 10th Grade: 5 credits**

**10th Grade to 11th Grade: 11 credits**

**11th Grade to 12th Grade: 19 credits**

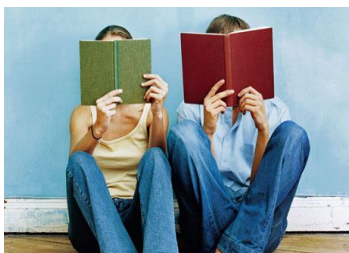


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# Literature



## Ninth Grade Literature

In this course, students will study and read a variety of literary genres; examine and apply vocabulary; and analyze the structure, theme, style, and use of literary elements in each work. Students will learn how to write well-organized paragraphs and essays, especially of the persuasive nature. The course requires the use of *Modern Language Association* (MLA) format for essays and major writings, such as research papers. These units are based on the Georgia Standards of Excellence (GSE).

\*A state mandated End-Of-Course Assessment (EOC) is required as 20% of final grade.

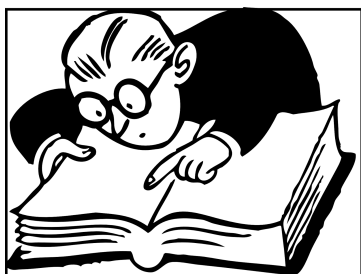
1 Academic Unit/Credit

## 10th Grade Literature

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills; develops understanding of both structure and meaning of a work of literature, as well as an understanding of the process of interpreting a text. Students will conduct and evaluate research as well as participate in a comprehensive approach to the writing process.

\*A state mandated End-Of-Course Assessment (EOC) is required as 20% of final grade.

1 Academic Unit/Credit



## GRADUATION REQUIREMENTS

### ENGLISH – 4 UNITS REQUIRED

- ★ 9TH LIT/COMP \*
- ★ 10TH LIT/COMP OR  
WORLD LIT
- ★ 11TH (AMERICAN) LIT/COMP \*
- ★ 12TH LIT/COMP





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# MATH

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## Foundations of Algebra

**Foundations of Algebra** is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

Designed to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for higher high school math courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

**Students who take this course are advised to check with the post secondary institution you are interested in attending in their 11<sup>th</sup>/12<sup>th</sup> grade year to ensure their admission requirement have been met.**

1 Academic Unit/Credit

## Algebra 1

**Algebra I** is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. **The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.** Designed to help students gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared/contrasted later in the course. As key characteristics of functions are introduced and later revisited, students will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters.

**Two separate paces are available: Year Long and Semester Long.**

**A state mandated End-Of-Course Assessment (EOC) is required as 20% of final grade. \*Required for graduation**

1 Academic Unit/Credit

## Geometry/Honors Geometry

It is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.

Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruence, similarity, transformations, and coordinate Geometry. **A state mandated End-Of-Course Assessment (EOC) is required as 20% of final grade. \*Required for graduation**

1 Academic Unit/Credit

## GRADUATION REQUIREMENTS

### MATH – 4 UNITS REQUIRED

- ★ FOUNDATIONS OF ALGEBRA
- ★ ALGEBRA I\*
- ★ ANALYTIC GEOMETRY\*
- ★ ADVANCED ALGEBRA
- ★ 4TH MATH OPTION







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# PHYSICAL SCIENCE

## Physical Science

Physical Science is the study of the relationships between matter and energy. Emphasis is placed on physical laws and chemical processes. Groundwork is laid with the study of scientific methods and the development of inquiry, problem solving and process skills. The course continues with properties and phases of matter, atomic structure and chemical bonding, elements and periodicity, laws of motion, force and energy relationships, mechanics, waves, sound and light. Designed to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for higher high school math courses. The course will emphasize both algebra and numeracy in a variety of contexts including numbersense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

**A state mandated End-Of-Course Assessment (EOC) is required as 20% of final grade. \*Required for graduation**

1 Academic Unit/Credit

## GRADUATION REQUIREMENTS

### SCIENCE – 4 UNITS REQUIRED

- ★ PHYSICAL SCIENCE
- ★ BIOLOGY\*
- ★ CHEMISTRY OR ENVIRONMENTAL SCIENCE
- ★ PHYSICS, ANATOMY, FORENSICS, ENV. SCI., EARTH SYSTEMS, ZOOLOGY, HORTICULTURE, ANIMAL SCI., FOREST SCI., ENGINEERING APPLICATIONS, OR MOWR OPTION \_\_\_\_\_
- ★ 4TH MATH OPTION \_\_\_\_\_

CHEMISTRY AND PHYSICS ARE RECOMMENDED FOR STUDENTS PLANNING TO ATTEND COLLEGE.\*



Honors Physical Science classes encounter a thorough introduction of chemistry and physics concepts, along with a highly challenging curriculum. Honors students are challenged to think critically and creatively with topics through student-centered investigations and scientific processes. In order to be successful, Honors Science students must work diligently and think critically in class, as well as study for a minimum of 30 minutes each day at home. Honors Science assessments are very challenging and students must study and use critical thinking skills to perform well in the course. Students who are successful in Honors Science are prepared for future Honors Science classes and those with a 90 average or higher may be recommended for Advanced Placement Biology in tenth grade. Designed to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for higher high school math courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

**A state mandated End-Of-Course Assessment (EOC) is required as 20% of final grade. \*Required for graduation.**

1 Academic Unit/Credit



## Honors/Gifted Physical Science

# Social Studies



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## World History

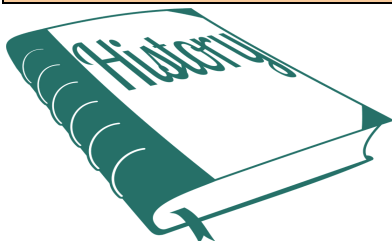
In this course, students will trace the history of the world from early civilizations to the present. Emphasis will be placed on the foundations of government, the causes and effects of revolutions and war, and how the modern world developed. Advanced and Honors/Gifted level courses will experience a more in-depth study of concepts in World History and a more challenging curriculum.

1 Academic Unit/Credit

## Honors/Gifted World History

In this course, students will trace the history of the world from early civilizations to the present. Emphasis will be placed on the foundations of government, the causes and effects of revolutions and war, and how the modern world developed. Advanced and Honors/Gifted level courses will experience a more in-depth study of concepts in World History and a more challenging curriculum.

1 Academic Unit/Credit



## A.P Human Geography

I. Course Introduction/Overview: This course is a semester long course that is structured according to the course outline found in the most recent AP Human Geography Course Description published by the College Board.

The course covers the following seven units as stipulated by the College Board:

- Geography: Its Nature and Perspective
- Population and Migration
- Cultural Patterns and Processes
- Political Organization of Space
- Agricultural, Food Production, & Rural Land Use
- Industrialization and Economic Development
- Cities and Urban Land Use

II. Purpose The purpose of the AP Human Geography course is to introduce students to the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will learn to employ spatial concepts and analyze landscape in order to examine human socioeconomic organization and its environmental consequences. They will also learn about the methods and tools geographers use in their research and applications.

**AP Exam at the end of course**

1 Academic Unit/Credit

## GRADUATION REQUIREMENTS

### SOCIAL STUDIES – 3.5 UNITS

#### REQUIRED

- ★ WORLD HISTORY
- ★ AMERICAN
- ★ GOVERNMENT OR CIVICS
- (.5)
- ★ UNITED STATES HISTORY\*
- ★ ECONOMICS\*





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# Health and P.E.



## Health

Explores the mental, physical, and social aspects of life and how each contributes to total health and well-being; emphasizes safety, nutrition, mental health, substance abuse and prevention, disease prevention environmental health, family life education, consumer health, health career and community health. Students will be able to earn their ADAC card required by state law to obtain their driving learner's permit.

1 Elective Unit/Credit

## Physical Education (P.E)

Focuses on developing a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

1 Elective Unit/Credit



## GRADUATION REQUIREMENTS

### HEALTH AND P.E- 1 UNIT REQUIRED

- ★ HEALTH
- ★ PERSONAL FITNESS



- ❖ Health and PE are nine week courses and are paired for one semester.
- ❖ Completion of 3 JROTC courses satisfy graduation requirements of health and personal fitness. (Students must pass all 3 of the JROTC courses.)





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# Foreign Language / Fine Arts / CTAE

## Foreign Language

### Spanish I

This course is designed for the beginning student that does not currently speak Spanish. The primary focus is oral communication and provides an introduction to the language and cultures of Spain and Latin America. It covers area useful to beginning students such as people and places, healthy living, communities (buildings and professions), daily living, travel and geography, media and technology. It also allows students to practice conversations, pronunciation, basic grammar, reading, and writing about familiar topics at a basic level.

1 Elective Credit Unit/Credit

### GRADUATION REQUIREMENTS

### FOREIGN LANGUAGE/FINE ARTS/CTAE – 3 UNITS REQUIRED

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_

PATHWAY OR COMBINATION OF 3 IN ANY AREA



## Fine Arts

### Marching Band

The Marching Band of Blue is composed of color guard, winds, and percussion. Any student wishing to participate in band must participate in Marching Band (Fall Sports and medical exemptions are the only valid excuse for not participating in Marching Band). Marching Band is offered Semester 1.

1 Elective Unit/Credit

### Concert Band

Concert Band is an intermediate level ensemble comprised of younger, less experienced musicians. Performing level three and four music. (Members must participate in Marching Band - Fall Sports and medical exemptions are the only valid excuse for not participating in Marching Band). Concert Band is Semester 2.

1 Elective Unit/Credit



### Beginning Chorus



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Choral Music courses provide opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Since students in Georgia may be introduced to the choral ensemble experience at varying grade levels, the use of sequential and developmental levels allows for consistency and instructional flexibility. Study of vocal/choral music includes the cultivation of a beautiful singing tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, responsible rehearsal habits, and the value of collaboration. Students will have opportunities for self-expression through the spontaneity of improvisation and the creative process of composition. Students will develop listening skills and the ability to analyze and critique music and music performances. Students will relate their musical experiences to historical and cultural aspects of choral repertoire. The ultimate goal of the choral experience is the development of the individual both musically and personally for the lifelong pursuit and enjoyment of music. Offered Semester 1 only

1 Elective Unit/Credit

Offered Semester 2 to students that have successfully completed Beginning Chorus, students continue to expand upon the skills from Beginning Chorus.

1 Elective Unit/Credit



### Theater Arts Fundamental

Offered Semester 2 to students that have successfully completed Beginning Chorus, students continue to expand upon the skills from Beginning Chorus.

1 Elective Unit/Credit



### Intermediate Chorus

### Visual Arts Comprehensive



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The semester is comprised of a series of problem solving activities and projects that will be divided into portfolios. Each portfolio is designed to build an understanding of the various visual art disciplines (painting, drawing, sculpture, etc.) The goal is to begin to understand the elements and principles of art/design. Students will be introduced to art history through the study of various artist/art styles and periods. They will be coached to understand the nature and purposes of art by critiquing the art works of famous artists as well as their own art. The source of creativity in others as well as the student in explored and discussed and student skills are polished. Due to the fact that abilities vary widely within a class, grades are based on participation and improvement rather than "talent". This course is a prerequisite to advanced art courses.

1 Elective Unit/Credit

### Intro to Agriculture

This course is designed as the foundational course for all Agriculture, Food Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons.

1 Elective Credit Unit/Credit

### Wildlife Management

This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology.

1 Elective Credit Unit/Credit

### Visual Arts Sculpture 1

The semester is comprised of a series of problem solving activities and projects that will be divided into portfolios. Each portfolio is designed to build an understanding of the various visual art disciplines as they relate to Sculpture. Students will be introduced to art history through the study of various artist/styles and periods. They will be coached to understand the nature and purposes of art by critiquing the art works of famous artists as well as their own art. The source of creativity in others as well as the student in explored and discussed and student skills are polished. Due to the fact that abilities vary widely within a class, grades are based on participation and improvement rather than "talent".

1 Elective Unit/Credit



**CTAE**



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### Food Nutrition & Wellness

Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, and equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

1 Elective Credit Unit/Credit

### Early Childhood Education

The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs.

1 Elective Credit Unit/Credit



### Intro to Business

Introduction to Business & Technology is the foundational course for Business & Technology and the Financial Services Pathway. It is an overview of business, technology, and word processing skills to be successful in the work place, college, and high school. Computer skills in Microsoft Word as well as other Microsoft Office programs are emphasized to go along with basic business principles needed for success in today's business environment. Microsoft office Specialist certification can be obtained through this course.

1 Elective Credit Unit/Credit

### Financial Literacy

Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities.

1 Elective Credit Unit/Credit

### Fashion Design

This course introduces students to the retail industry including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, and an array of career opportunities. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems. CTSO- DECA.

1 Elective Credit Unit/Credit







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### JROTC Air Force

Students who are interested in enhancing their leadership skills, improving their physical and mental fitness, and being part of an elite, student-led organization HNGA offers the Airforce JROTC in order to provide an opportunity for students to gain hands- on experience with training, leadership, and extracurricular activities. Airforce ROTC cadets are in no way obligated to military service by joining the program.

1 Elective Credit Unit/Credit

### Weight Training

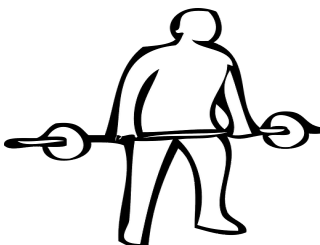
The weight-training program is designed for universal scalability making it the perfect application for any committed individual regardless of experience. We scale load and intensity; we don't change programs. Injuries will be worked around so that the student can still benefit from the workout program and participate in the workout.

1 Elective Credit Unit/Credit

### Foundations of Engineering

Foundations of Engineering is the introductory course for the engineering pathway. This course is designed to promote engineering and technology awareness in areas of environmental concerns, society issues and industry. The course provides the basis for a definition to engineering, the steps of becoming an engineer, the different fields in engineering and technology, and the steps of the engineering design process. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. Instruction is related to the major areas of energy/power, communication, manufacturing, construction, transportation, and bio-related technologies.

1 Elective Credit Unit/Credit



### GRADUATION REQUIREMENTS

#### ELECTIVES- 11 UNITS REQUIRED

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
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# AP Opportunities

## Advanced Placement:

College Board Advanced Placement (AP) courses are college-level classes that a student can take while still in high school. In AP classes, the focus is not on memorizing facts and formulas. Instead students engage in intense discussions, solve problems collaboratively, and learn to analyze and discover. AP exams are based on nationally recognized curricula and give students an opportunity to earn college credit from most four-year colleges and universities in the U.S. and in more than 60 other countries. Time management skills, self-discipline, and strong study habits are important in ensuring success in AP courses.

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Did you know.....

Habersham Central High School has been recognized by the Georgia Department of Education Honor Roll as an:

AP STEM School

AP STEM Achievement School

AP Humanities School

In 2016, HCHS students earned the following awards:

8 AP Scholars with Distinction

6 AP Scholars with Honors

23 AP Scholars

## 2016-2017 Honors/ AP Course Offerings

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English	Honors 9 <sup>th</sup> Lit/Comp	Honors 10 <sup>th</sup> Lit/Comp	AP Lang/ AP Seminar	AP Lit/ AP Research**
			Pre AP Am Lit/AP Lang	AP Lit/Comp
Spanish	Spanish I	Spanish II	Honors Spanish III	AP Spanish
Social Studies	Honors World History	AP American Government or Honors Govt	Pre-AP/ AP US History or Honors US History	AP Macroeconomics
	AP Human Geography			
Science	Honors Physical Science	Pre-AP/ AP Biology or Honors Biology	Pre-AP/AP Chemistry or Honors Chemistry	AP Env Science
Math	Honors Geometry*	Honors Adv Algebra	Honors Precalculus	Pre-AP/AP Calc AB or AP Calc AB/BC
		AP Statistics		
Fine Arts				AP Studio Art

\*Prerequisite: Honors Algebra I

\*\*Prerequisite: AP Seminar

Additional AP courses are available through Georgia Virtual School.

### Weighted Grades

Seven points are added to the final grade in AP courses and core content (courses used in the HOPE scholarship calculation) MOWR courses. This is a local weighting that affects overall grade point average and class rank but does not apply to the HOPE Scholarship calculation. The Georgia Student Finance Commission determines weighting for HOPE Scholarship eligibility.



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## Move on When Ready (MOWR) ELECTIVES

### High School Students Eligibility

- All students attending public or private high schools in Georgia in be in good academic standing.
- Must be approved and classified as eligible by the high school
- 9th, 10th, 11th and 12th grades
- No residency or citizenship requirement
- Meet admissions requirements at postsecondary institution
- Must not have already received a high school diploma
- Be enrolled in courses in approved MOWR Course

### Application Overview

- Visit HNGA website.
- Schedule Meeting with School Counselor
- Sign an advisement form with high school counselor
- May attend more than 1 postsecondary institution at a time and receive awards at both
- Meet satisfactory academic progress as defined by the eligible Postsecondary Institution.
- May participate for 3 semesters per academic year
- No limit to how many terms a student may participate
- Will not count against the student's HOPE GPA
- Can be denied participation at any time for violation of secondary or postsecondary rules

More information is available on HNGA's website, email school counselor at [bescamilla@habershamschools.com](mailto:bescamilla@habershamschools.com) and [www.gafutures.org](http://www.gafutures.org)

**GAfutures**  
Explore. Plan. Succeed.

#### Cosmetology

This course is designed to provide the student with an opportunity to become familiar with the cosmetology profession, Georgia State Board of Cosmetology requirements, laws, rules and regulations, and introduces the fundamental theory and practices of the cosmetology profession. Emphasis is placed on professional practices and safety.

1 Elective Credit Unit/Credit

#### High School College and Career Success Skills

This course is designed to assist the learner to acquire skills necessary to achieve academic, personal, and professional success and to improve student's graduation.

1 Elective Credit Unit/Credit

#### Visit NGTC Course Listing

To see the available MOWR courses for both academic and elective courses:

<https://northgatech.edu/pages/programs/courseListing.aspx>

Academic/ Elective Credit Unit/Credit



### Additional Info @ HNGA Counseling Website:

<http://hngacounseling.weebly.com/class-of-2021>



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# College & Career Planning

Colleges fall into six admissions categories ranging from Most Competitive to Noncompetitive. Classifications are based on GPA, class rank, test scores, and the school's acceptance rank. When making admissions decisions, many colleges take into consideration the applicant pool, rigor of curriculum, recommendations, special talents, leadership, essays, intellectual curiosity, and student's level of interest.

Most Competitive Schools	Very Competitive School	Less Competitive School
<p>GPA Class Rank: Typically accept students with an A average/are in the top 10% of their class or higher.</p> <p>Test Scores: Median SAT of 655 to 800 on critical reading and math / 29 and above score on the ACT.</p> <p>Acceptance Rate: Many admit only a small percentage (1% to 33%) of students who apply.</p> <p>Examples: Duke, Brown, Harvard, the Military Academies, Princeton, Stanford, Yale, Emory, Columbia</p>	<p>GPA and Class Rank: Look for students with at least a B- average and students that rank in the top 35% to 50% of their class or higher.</p> <p>Test Scores: Median SAT of 572 to 620 on SAT critical reading and math / 23 to 27 composite on the ACT.</p> <p>Acceptance Rate: Generally accept between 50% and 75% of their applicants.</p> <p>Examples: North Georgia, Georgia College, Georgia State University, Appalachian State University,</p>	<p>GPA and Class Rank: Admit students with averages below C who rank in the top 65% of their class.</p> <p>Test Scores: The median freshman test scores are below 500 SAT critical reading and math and below 21 on the ACT.</p> <p>Acceptance Rate: generally accept 85% or more of their applicants.</p> <p>Examples: Georgia Gwinnett College, West Georgia, Augusta State, Savannah State, Columbus State, Clayton State</p>
Highly Competitive Schools	Competitive School	NonCompetitive School
<p>GPA and Class Rank: Look for students with at least a B or B+ average in rigor high school classes. Accept most of their students from the top 10% to 35% of their high school class.</p> <p>Test Scores: Median SAT of 620 to 654 on SAT critical reading and math/ 27 to 28 composite on the ACT.</p> <p>Acceptance Rate: Generally accept between 33% and 50% of their applicants.</p> <p>Examples: Georgia Tech, University of Georgia, University of Florida, Furman, Oglethorpe, New York University, Boston University, Vanderbilt, UNC Chapel Hill.</p>	<p>PA and Class Rank: Some require that students have at least a high school GPA of B- or better, although some state a minimum of C+ or C. They typically admit students in the top 50% to 65% of their high school class or higher.</p> <p>Test Scores: Median SAT between 500 to 572 on critical reading and math / 21 and 23 composite on the ACT.</p> <p>Acceptance Rate: generally accept 75% to 85% of their applicants.</p> <p>Examples: Valdosta, Georgia Southern, Kennesaw State, Auburn</p>	<p>GPA and Class Rank: Only require evidence of graduation from high school or GED.</p> <p>Test Scores: Some require that entrance exams be taken for placement purposes only.</p> <p>Acceptance Rate: generally accept 98% or more of their applicants.</p> <p>Examples: Georgia Perimeter, Gwinnett Tech, Lanier Tech, Athens Tech, Chattahoochee Tech</p>



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## Classroom Rigor

### DIFFERENCE BETWEEN REGULAR AND HONORS LEVEL COURSES

While colleges may look at a student's transcript to analyze the rigor of one's high school courses, general college and honors courses carry the same grade weight. There are some differences among the General, Honors, AP and Move on When Ready levels. While the state standards are the same, the difference in the instruction can be compared in the following areas:

- Pace and depth of the class work
- Outside work commitment
- Assignment expectations
- Writing-intensive assignments
- Recommended student ownership
- Proficiency of student's background skills

## HOPE Scholarship Rigor

New academic requirements are included in the HOPE legislation. These changes will impact students graduating from high school on or after May 1, 2015. In order to qualify for the HOPE Scholarship, students must meet the following academic requirements.

- 1.Advanced math, such as Advanced Algebra and Trigonometry, Math III, or an equivalent or higher course taken at an eligible high school or taken for degree level credit at an eligible postsecondary institution;
- 2.Advanced science, such as Chemistry, Physics, Biology II, or an equivalent or higher course taken at an eligible high school or taken for degree level credit at an eligible postsecondary institution;
- 3.Advanced placement courses in core subjects;
- 4.International baccalaureate courses in core subjects;
- 5.Courses taken at a unit of the University System of Georgia in core subjects where such courses are not remedial and developmental courses; or
- 6.Advanced foreign language courses taken at an eligible high school or taken for degree level credit at an eligible postsecondary institution.

For details about eligibility and award amounts, visit [www.gafutures.org](http://www.gafutures.org)





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## Habersham Sports Programs

Athletics: Region 7 6AAAAAA

Website: [Habersham Athletics](http://Habersham Athletics)

Habersham's athletic programs focus on the importance of teamwork, how to cope with success and disappointment, and the necessity of physical well-being.

### Fall:

Cheerleading, Football  
Competitive  
Cheerleading  
Cross Country  
Football  
Softball (Fast Pitch)  
Volleyball

### Winter:

Basketball  
Cheerleading \*Basketball  
Dance  
Swimming  
Wrestling

### Spring:

Baseball  
Golf  
Soccer  
Tennis  
Track and Field

### Eligibility for Competition:

The governing body for all competitive interscholastic teams is the Georgia High School Association (GHSA). The GHSA by-laws state, "All students establishing eligibility as entering 9th graders are automatically eligible for the first semester." All entering 9th graders are eligible to tryout for all GHSA-sanctioned activities at the high school. At the end of the first semester and all subsequent semesters, a student who wishes to tryout must pass a minimum of three out of four courses and be on track for graduation. Students may not practice or participate in athletic activities on a school day if they have been absent for more than one-half of the day or have served in-school suspension that day. All student-athletes are subject to the GCPS Code of Conduct for Athletes, which sets high expectations and consistent consequences for all students participating in GHSA-sanctioned athletic activities. Please visit [www.ghsa.net](http://www.ghsa.net) for additional information about Georgia student athlete eligibility.







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## CLUBS @ HNGA

**Book Club-** Is an organization that invites students to enjoy and devour selected pieces of literature each month. We select a book that is currently being made into a movie or is already in the theatre or on DVD. The Book Club then takes trips after school to see the appropriate movie versions of the books that are playing in the local theatre, and we have movie days in school as well. Come and join us next year and dive into books!

**DECA-**Distributive Education Clubs of America prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

**FBLA-**Future Business Leaders of America is for students grades 9-12 who are preparing for careers in business & members gain the competitive edge for college and career success. Member's benefit from leadership training, contacts made through networking, and opportunities to apply their knowledge through business related activities.

**FCA-** Fellowship of Christian Athletes is a non-denominational Christian organization that seeks to engage students through a sports themed platform. FCA is student led and driven. Typical meetings include student led worship, testimonies, prayer, and devotions. It is not required for a student to be an athlete to be involved in the club. FCA is open to all students. FCA meets weekly in the mornings before school

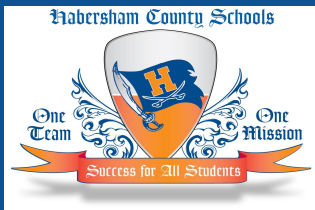
**FCCLA-**Family, Career and Community Leaders of America is a national Career and Technical Student Organization that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education.

**FFA -** Future Farmers of America makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

**HOPE -**The mission of HoPe (Hispanic Organization Promoting Education), Inc. is to increase the graduation rate among Hispanic high school students through leadership, education, and community service.

**Key Club International** is the oldest and largest service program for high school students. It is a student-led organization that teaches leadership through service to others. Members of the Kiwanis International family, Key Club members build themselves as they build their schools and communities.

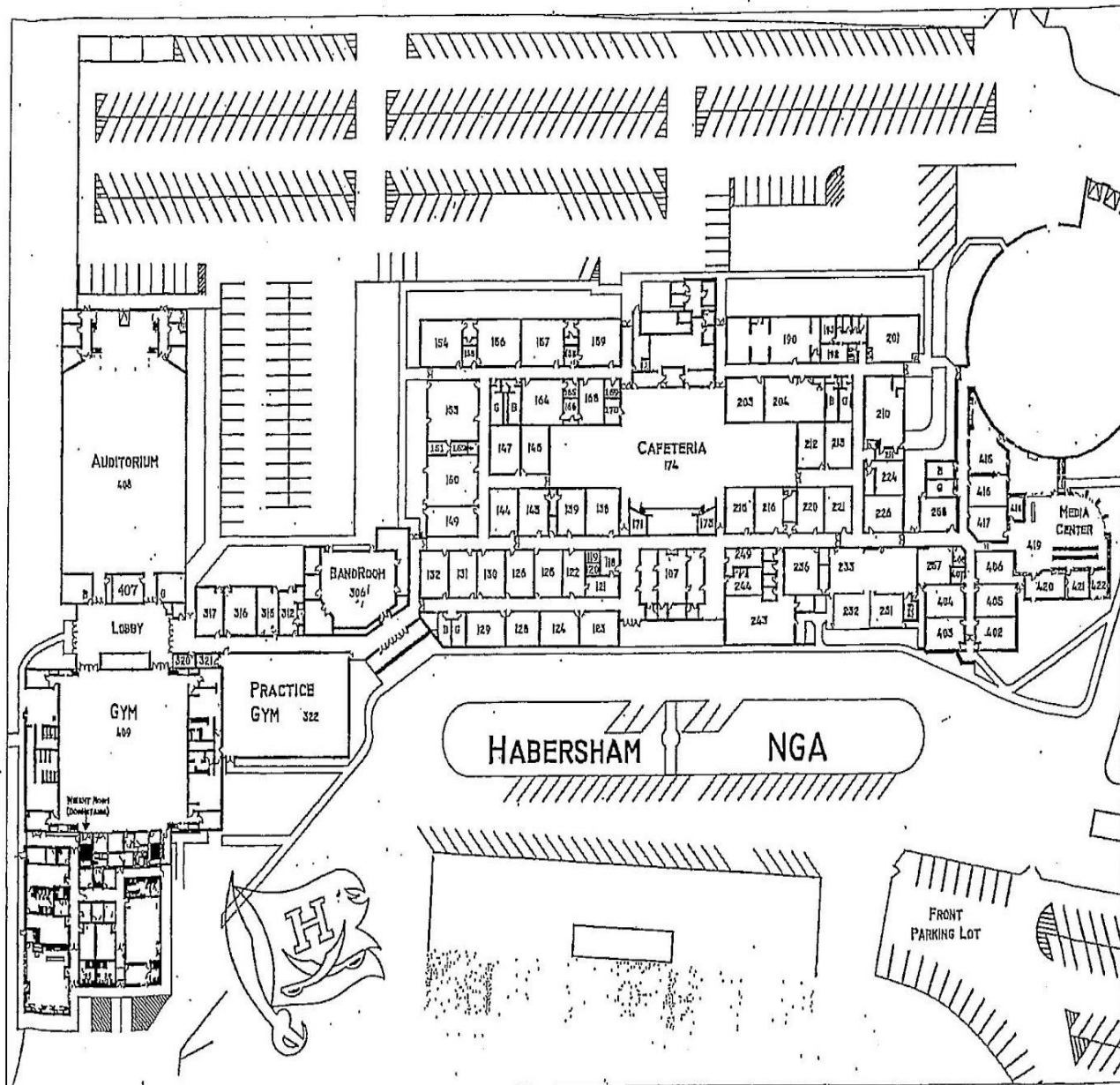
**Student Council-**Habersham Ninth Grade Academy Student Council representatives serve as leaders and volunteers in their school and community. They participate in a variety of activities at NGA, including assisting with Homecoming activities, sponsoring Red Ribbon Week, and conducting tours for visiting eighth grade students. They are also active in the community and provide Christmas gifts for needy children, visit residents at a local nursing home, and help with other local events



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## **The Four Year Individual Graduation Plan, Career Clusters and CTAE Pathways @ HNGA**

### **The Four-Year Individual Graduation Plan (IGP)**

The IGP takes into consideration your academic abilities, career goals, interests, and plans for additional education beyond high school. The purpose of the plan is to familiarize you with graduation requirements and to get you thinking about life after high school... What you want to do with your future, where you want to go, and what you need to do in high school to make it happen. Each spring, you'll register for classes for the next year. Your teachers/counselor will advise you about a recommended course selection and level of difficulty, based on your prior academic performance. As a result, your initial plan might change with future registrations. While teachers, counselors, advisors, and administrators will make every effort to give you the best advice, ultimately, you are responsible for taking the correct courses for graduation. Make sure your parents know your plans and keep them updated on your progress toward meeting requirements for graduation. Talk to your counselor or advisor if you have any questions. The following list of required courses and course sequences is designed to help you as you develop your Four-Year Plan. Please keep in mind that these sequences may be modified to accommodate special circumstances. However, the majority of students will adhere to the course sequences listed below. Unless noted, you would take a semester (1 credit) of the designated course.



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## Career Clusters and CTAE Pathways @ HNGA

### Career Clusters/Pathways

Georgia students choose a Career Cluster/Pathway to pursue in high school. Under this model, you— with the help of parents, teachers and guidance counselors— will choose a Pathway in one of 17 Career Clusters, or in the areas of Advanced Academics, World Language, or Fine Arts. You can select your Pathway based on what you want to do after graduation and take a core set of classes and electives based on your chosen field. You have the freedom to switch Pathways or Clusters if you discover a particular area is not your passion. You can choose Pathways that lead to two-year, four-year, or technical colleges, or directly into careers. The Four-Year Plan Worksheet is on the following page. Specific course descriptions can be found on HNGA High School Planning Guide.

**\*Please know that HNGA only offers the following limited CTAE courses in certain pathways:**

- Intro to Agriculture
- Wildlife Management
- Financial Literacy
- Food Nutrition & Wellness
- Early Childhood
- Intro to Business
- Fashion Design
- JROTC Air Force
- Intro to Engineering

***Hence, you may have to wait until you are a sophomore at HCHS to start, continue and complete a CTAE Pathway***