

GCA HIGH SCHOOL HANDBOOK
2011-2012



Go Warriors!



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Vision:

Our vision is to create a high-performance school that equips teachers and parents with the tools of tomorrow, thereby giving our students all the opportunities they need to succeed in life and creating a new model for the twenty-first century public school.

School Mission:

The mission of the Georgia Cyber Academy High School is to provide an exemplary educational experience to students in a unique and individualized setting. We embrace a collaborative partnership between teachers, learning coaches, and students that recognizes the needs of the individual child. The provision of research based curriculum and rigorous, standards-based instruction guarantees student success as measured by academic gains, parent and student satisfaction, and continued institutional growth in the respected academic community. Academic success and the ability of our students to reach their highest potential is our ultimate goal.

School Goals:

Maximize Student Achievement
Welcoming, Innovative Learning Environment
Efficient and Effective Operations
Parent Involvement and Community Partnerships

A Welcome from the Principal

Dear Family,

As the Academic Administrator, I am pleased to welcome you to the Georgia Cyber Academy (GCA) High School. We are a public school using a unique educational model to address the individual needs of each learner in an innovative manner. Your choice of Georgia Cyber Academy will give your student the opportunity to embark on a remarkable educational journey through his or her high school years in a fulfilling self-directed manner. Our teachers, counselors and advisors are committed to supporting your family as instructors, guides and mentors. We want your learning experience this year to be successful and enjoyable, as we partner with students and mentors to travel along the path toward a rewarding high school experience.

Georgia Cyber Academy uses the award-winning K12 curriculum, which has been developed and thoroughly tested in multiple settings throughout the country. It is a rigorous, content-rich curriculum which meets or exceeds state standards across all content areas. It is aligned with Georgia end of course tests (EOCT) and utilizes many cutting edge virtual approaches to enhance the delivery of instruction by our highly qualified teaching staff. Georgia Cyber Academy's educational team consists of knowledgeable and experienced educators who will work with you in guiding your child's progress with time tested professional insight, instruction and support. Our approach ensures that your child travels through high school with confidence and an enormous amount of support.

Georgia Cyber Academy (GCA) High School is aware that choosing the right educational setting for your child is not an easy decision. We know that there are many options available to families. A student's enrollment at GCA should include a commitment by students and parents/mentors to support the school's philosophy and observe the guidelines outlined in this handbook. Although this handbook applies focus to areas of concern, it is our hope that it will guide your students to graduation and beyond.

Welcome to Georgia Cyber Academy High School! I anticipate an exciting school year and hope you will feel at home and supported as you begin this journey!

Sincerely,

Glenn Hunter
High School Academic Administrator
Georgia Cyber Academy High School
404-684-8824

Who to Call When You Have Questions

Classroom Teacher

Class content Questions

Questions on Graded Work

Working Ahead or Catching up

ClassConnect Questions

Late Assignment Submissions

Late Policies

Special Education Teacher

Accommodations or Modifications

IEP Questions

Special Ed Late Policies

Retaking Quizzes

EOCT Accommodations and Scheduling

Registrar

Transcript and Records Requests

Progress Reports and Report Cards

Summer School information

Driver's Ed Verification Form

Instructional Advisors

Online Orientation questions

Questions about supplies and materials

Parent-Teacher conferences

Attendance Recording and Checking Grades

Setting up your Learning Environment

Time Management

EOCT Scheduling

Counselor

Personal/Family Issues

College and Career Information

AP and Dual Enrollment Questions

ACT,SAT,PSAT enrollment

Credits/Graduation Progress

Adding/Dropping Classes

Naviance and Scholarship Questions

The GCA Team

Name	Subject/Area	Name	Subject/Area
Lisa Brake Herring	English	Cynthia Jones	HS Advisor
Lisa Rice	English	Beth Ali	HS Advisor
Lora Inman	English	Ashley Bentley	HS Advisor
Keith Dempsey	English	Miranda Gastiaburo	HS Advisor
Jana Miller	English	Holly Kass	HS Advisor
Mary Michael Pontzer	English	Rebecca Mortensen	HS Advisor
Allison Taylor	English	Sheri Worth	HS Advisor
Patti Fuller	English	Amy Ivy	HS Advisor
Donna Blankenbecler	Math	Millicent Pilate	HS Advisor
Jennifer Mitchell	Math	Kathleen Harris	Guidance Counselor
Andrea Hall	Math	Layne Garrett	Guidance Counselor
Carmen Long	Math	Amanda Miro	Guidance Counselor
Denice Delk	Math	Felita Newsome	Guidance Counselor
Natalie Gantt	Math	Susan Ross	Registrar
Teresa Johnson	Math	Tim Melvin	Family Engagement
Stephanie Pittman	Math	Joshua Robinson	Electives – Fine Art
Katie Smith	Math	Jennifer Gastley	Electives - Business
Erika Robinson	Science	Cassie Parker	Electives – Health/PE
Kimela Bryant	Science	Akosua Joiner	Electives - Health
Heather Harrison	Science	Nicole Nash	Electives - Business
Solona Hollis	Science	Erica Wattley	Electives – Spanish
Keisha Simmons	Science	Kristen Perez	Electives – Spanish
Jennifer Smiddy	Science	Christina Rufenacht	Electives - Spanish
Brittany Cardon	Science	Trista Clemmons	SPED - Math
Stephanie Pain	Social Studies	Latanya DeBruhl	SPED – Math
Michelle Cowan	Social Studies	Natasha Hughes	SPED – English
Amy Carmichael	Social Studies	Christy Myhand	SPED – English
Erin Finch	Social Studies	Michael Newman	SPED – Math
Jamie Philipp	Social Studies	Niyoka McCoy	9 th Grade Director
Aaron Stinar	Social Studies	Glenn Hunter	High School Administrator

School Counselor

Generally, your school counselor is focused on helping you get where you want to go after high school, whether that means helping you decide on and apply to a college or exploring career options with you. Your school counselor will be with you for your entire high school journey, and is there to:

- Help you use college and career planning resource tools
- Identify requirements for college admissions or career preparation
- Assist in your selection of courses based on your needs, abilities, achievement levels, and future goals
- Provide social and emotional counseling services and support

Instructional Advisors

In most cases, the instructional advisor serves as a coach who will look at your entire course load and focus on your overall progress and well-being. Your advisor should be your first go-to person when you are having concerns about your progress, are confused about the grading process, or are feeling overwhelmed or frustrated. You can expect your advisor to assist with the following things:

- Orient you to school and help with non-class-related issues
- Work with you and your school counselor to create your Individualized Learning Plan (ILP), a personalized program to meet your individual needs and learning objectives
- Monitor your progress and attendance, and recommend course changes if necessary
- Work with your teachers to provide regular progress updates
- Guide you in developing effective home study skills
- Contact you if they notice that you are having problems in one or more courses

Teachers

All of our teachers have years of experience teaching. Many of them have advanced degrees, and they are all highly trained in online learning. In addition to guiding you through your courses every day, your teachers will:

- Monitor your progress and provide advice and encouragement
- Check in with you and your fellow students regularly
- Alert your advisor when you really need some help
- Assign grades
- Suggest extended learning activities/events
- Provide feedback

Parents

Don't forget to get your parents involved! In the learning coach role, your parent or guardian is the one member of the GCA team with whom you'll have personal contact just about every day throughout your high school experience. Your learning coach will:

- Ensure that you have properly working equipment and access to the Internet.
- Log in your attendance every day.
- Monitor your progress and offer assistance as needed.
- Verify that you complete your daily assignments and submit them on time.
- Encourage you to stay in contact with your teachers.

Keep the lines of communication open, and take advantage of the skills, encouragement, and help that your GCA team can offer!

Parent and Student Roles and Responsibilities

Parent/Learning Coach

- Help student set up learning environment at home (computer, desk, work area, etc.)
- Make sure that student has constant, reliable internet access (and a back-up plan)
- Ensure that student has all necessary materials (textbooks, toner, lab supplies, etc.)
- Assist student in creating a daily routine and organization system
- Participate in the Online Learning Course to find out how to check grades and monitor progress.
- Keep contact information current (email address, phone numbers, etc.)
- Check grades online at least once a week (More often for struggling students)
- Log attendance in the OLS and double-check to make sure attendance aligns with usage report on the LMS.
- Check school-related email at least three times a week
- Read the weekly high school newsletter
- Take the student to state-mandated testing (EOCT, GHSGT etc.).
- Ask your student's teachers if you have any questions or if your student needs additional help!

Student

- Get started! Complete the online learning course and orientation activities as assigned. Print out and read course syllabi and make sure to note the late policies in each class.
- Jump in! Commit to working 6+ uninterrupted hours on school five days a week
- Stay organized! Keep a calendar of what is due and plan ahead.
- Keep everything! Always save your assignments on your computer and keep a back-up disk. Never delete or throw away an assignment until school is over for the year.
- Stay involved! Enjoy getting to know your teachers and classmates and take advantage of outings, clubs, and school trips.
- Do your best! Check your gradebook daily and learn from the feedback that your teachers give you.
- Pay Attention! Check your school email every day and read your class announcements daily.
- Ask for help! Your teachers want to help you be successful. Ask them right away when you do not understand something or if you need additional help.
- Have fun! Enjoy what you are learning and find ways to make studying enjoyable.

Ten Habits of Successful GCA Students

1. **Ask for Help**

No one said this would be easy. Online learning requires a level of effort and commitment you may not be used to. We won't judge your path, but we will keep an eye on how you traverse it. But there's no need to go it alone! You have a built-in support system that includes your parents, your teachers, your advisor, and your school counselor. Take advantage of these supports—ask for help right away when you need it, and accept it when it's offered!

2. **Set up an Effective Learning Environment**

A quiet and organized place to do your schoolwork, free from distractions and equipped with good lighting and a comfortable chair, will make it easier for you to concentrate and complete your work successfully.

3. **Get and Stay Organized**

When you set up your learning space, make sure you have plenty of room to work and plenty of storage for all your stuff. Some students like to have a separate binder or file for each subject. And make sure you have plenty of supplies on hand. Even though you're attending a "virtual" school, you'll still need real pencils, paper, and notebooks.

4. **Manage Your Time**

Be sure to set aside at least an hour each school day for each class you're taking. Make sure you check your online course calendar for the day and the week so you know what's coming up and when your assignments are due. Make a to-do list and check assignments off as you complete them. When you're working on your lessons, train yourself to resist the call of IM or MySpace—save that for break time!

5. **Use Smart Study Skills**

Take notes and fill out student guides while you're working through lessons—it's a great way to help commit the material to memory. And keep your quizzes so you can review your answers to study for tests.

6. **Take a Break!**

It doesn't do anyone any good to work for hours and hours on end—that's a good way to get burned out fast. Listen to your body and your mind—when you find yourself getting stiff or your mind wandering, it's probably time for a break. Get up and stretch. Connect with friends on The Big Think¹², IM, or Facebook. Read a book for 15 minutes. Go outside for a jog. Whatever it is, give yourself permission to chill for a bit!

7. **Have a Plan B**

Let's face it—when you're working online, something is bound to go wrong. Maybe you'll lose your Internet connection, or your computer will pick up a virus, or you'll accidentally spill orange juice on your keyboard. Prepare for contingencies now—ask friends or relatives if you can use their computer in case of an emergency, find a library with computers, or if you have access to a laptop, find a bookstore or coffee shop in your area that has Internet access.

8. Go to Online ClassConnect Sessions

At the beginning of the year, especially, it's important to log in to ClassConnect sessions, not only because they may count as attendance, but because they are set up to help you learn to succeed in your classes. They're also a good opportunity to ask your teachers questions and go over lessons or concepts that you might be struggling with. You should also make it a point to attend any online teacher office hours or review sessions.

9. Connect with Other Teens

Don't get isolated—there are plenty of ways for you to connect with your local and school community. Join a club or sports team, or get involved with a local youth organization. Attend GCA activities. Connect with other K¹² students around the world online in The Big Think¹² or through one of the public social networking sites. GCA has a peer mentor program. Reach out to the Student Ambassadors! These student mentors can give you solid advice and assistance as you get used to learning online—they've been there!

10. Work in Every Course Every School Day

It should go without saying, but *this is school*. Sure, there will be days you need to take off, and days when you'll be able to work ahead. But, generally speaking, it is really important to get into the habit of working at least five days a week in every course. Especially with online learning, it's really hard to catch up if you fall behind—and that can lead to failing a course.

Additional Tools for the High School Journey

Naviance

In addition to your GCA advisors, school counselors, teachers, and parents, we use a powerful tool called Naviance—a web-based counseling program—to help you find, organize, and navigate your personal path, as well as make course changes along the way. Naviance gives you the support and information you need as you start thinking about decisions for your future. Through Naviance, you'll explore college and career options, take part in creating your Individual Learning Plan (ILP), even construct a resume when the time comes. You can set up your own profile, including your academic plan, your learning style; results of your personality quiz—even an online journal so you can record your experiences. Naviance will recommend possible colleges or careers based on the information you submit. And because it's integrated with your school counselor, Naviance helps everyone stay in sync!

College and Career Resources

Are you ready to start really digging into some college and career research? GCA also provides “The College & Career Source” and “Career Information Systems,” college and career planning sites with hundreds of links to some great resources that were hand-picked by experts to help guide you through every step of the college and/or career planning process.

The GCA High School Website

This website contains all information that you need to be successful. It contains links to various websites such as the GCAHS Calendar and Study Island as well as what's new at GCAHS from documents to forms to frequently asked questions. It can be accessed by going to www.gcahs.info. Check it out today!

The Big Think¹²

To help K¹² students, no matter where they are, engage as part of a big community, we have created The Big Think¹². This new social and academic network gives you the opportunity to be an active participant in the K¹² universe, on both a school and global level, in a fun and safe environment. Only K¹² students, teachers, administrators, and parents with a valid school ID can gain access to The Big Think¹².

The Big Think¹² lets students, parents, and teachers connect through threaded discussions, polls, news feeds, blogs, and anything else you can think of! It's your community, so feel free to contribute your opinions, ideas, and experiences. It's a place where you can get involved in student government, your school newspaper, national affairs, political action, and service leadership—almost anything you can think of. The Big Think¹² was created to give you and your fellow students a place to connect, hang out, and be yourselves!

Panic Button

Hit a snag? Don't freak out—help is readily available!

Technical Support

Having computer problems? Learning Management System not running smoothly? Here are some tips to try:

Clear your browser cache:

- Launch Internet Explorer by double-clicking the Internet Explorer icon on your desktop or taskbar (or by clicking Start at the lower left corner of the screen, then Programs, then Internet Explorer).
- Click Tools at the top of the screen and select Internet Options from the drop-down menu.
- Under the General tab, click Delete Cookies... and click OK when prompted to delete all cookies.
- Click the Delete Files... button. You will be prompted to delete all files in the Temporary Internet files folder. Before you click OK, ensure the delete offline content box is checked.

Check your Internet security settings:

- While in Internet Options, click on the Security tab.
- Click Custom Level...
- Click Reset, Yes, and then OK.
- Click Default Level, and ensure the slider is set to medium.
- Click on the Privacy tab, and ensure that the slider is set to medium.
- Click OK to close Internet Options.

Check your date and time settings:

- Double-click on the clock on the lower right-hand corner of your screen (opposite the Start button).
- Ensure that the date and time are correct there.

- Ensure that the time zone is correct there.
- Click OK to exit the Date and Time Properties.

If you still need help, you can call the K¹² Tech Support team at 866-626-6413 (option 2), Monday-Friday, 8:00 a.m. - 8:00 p.m. EST. Also try 866-512-2273.

Program Basics- At a glance

- The Learning Management System (LMS) is the platform where the high school courses are located and where parents and students can also locate due dates, read class announcements, find class connect (illuminate) links, and check grades.
- K12 is the primary curriculum provider, but there are some courses which were built by other companies (Powerglide, Apex, etc.)
- GCA is completing the process for accreditation through AdvancedED and credits will transfer easily to other public schools. GCA graduates receive a diploma and can participate in graduation ceremonies.
- Our program offers a full range of courses and electives, including Honors courses.
- Students have six classes each semester and may have seven classes each semester.
- Students should work **at least** one hour per day per course (five days a week). Many honor students work 8+ hours each day on their school work.
- Most of the time spent in high school is online, so students need to be able to work at the computer for long, uninterrupted periods of time each day. Constant, reliable internet access is a necessity.
- Not every subject has a textbook. High school students do not receive as many materials as what they are used to in the K-8 model.
- Highly qualified subject-specific teachers lead each class. GCA high school teachers have approximately 200 students each semester. Students will have three to six different teachers each semester, depending on their class choices.
- Students must follow deadlines established by their teachers in each course. Students have daily assignments in each class that are either computer scored or teacher scored. If a student misses a deadline, late penalties are imposed.
- Students can only complete work and assessments one time.

- Each teacher follows GCA HS policies, but also develops his/her own rules and guidelines.
- Teachers do not host monthly conference calls, but do participate in parent-teacher conferences for struggling students. Teachers hold office hours and weekly illuminate sessions to provide support to students.
- Teachers respond to student questions within 24 hours (school days only) and return graded work within three school days, though there may be some exceptions for longer writing assignments.
- High school classes are time-bound by semester. First semester courses are only available first semester; second semester courses are only available second semester. When the semester ends, students cannot go back to previous course work.
- It is possible to graduate early if a student takes extra classes during the semester (7). Please note: students cannot accelerate through, say, two years of math in one school year like they can in the k-8 program.
- Vacations: We highly discourage families to take vacations during the school year when students will miss school. Families are encouraged to consult the school calendar and travel during scheduled breaks. If a student falls behind, it is very difficult to catch up!
- If a middle school student has exhausted the k12 curriculum in core areas (math, English, science), he/she may begin taking high school classes while still in middle school with counselor/principal permission. These students can only begin high school courses at the beginning of the school year and MUST take part in all high school orientation sessions.
- It is recommended that GCA high school students each have access to a computer. If you need assistance in this area, please contact our office at (801)262-4922.
- GCA's high school does not enroll students after school has begun in August, but will enroll new students for the start of second semester.
- Students must complete all state testing. These comprehensive exams are held on various days at locations across the state.
- Students receive progress reports in the mail half way through each semester and report cards in the mail at the end of each semester. They can also always check their current grades online any hour of any day.
- All students must participate and demonstrate proficiency on the EOCT subject tests to earn credit toward meeting Georgia graduation requirements.
- Attendance is entered by the Learning Coach every day via the OLS Mentor Account. Missing attendance will result in notification from the Instructional Advisor.

- GCA will track student time spent online. Attendance discrepancies (between what is logged by the parent on the OLS and what is timed by the LMS system) are addressed and have resulted in truancy.
- High school students are required to have 990-instructional hours during the 180-day school year. This means approximately 5.5 hours per school day as a minimum.

Grading Policies

During online courses, students will receive grades for homework assignments, quizzes, tests, projects, participation, and other activities. Students will be able to see their grades any time by going to their grade book. If students have questions about grading procedures, they should contact their instructor with any questions.

Evidence of Mastery

Students' grades will be determined based on how students perform on teacher-graded activities within each course. Teacher-graded activities will include any or all of the following:

- Daily Assignments
- Live Class Connect sessions
- Labs, Journal Entries, Projects
- Threaded Class Discussions
- Quizzes
- Tests
- Exams

GCA Grading Scale:

Letter Grade	GPA	Range
A	4.0	90-100
B	3.0	80-89
C	2.0	74-79
D	1.0	70-73
F	0.0	69 and below

Late Policies

Individual teachers may make exceptions in exceptional cases, but students should not count on this. Late policies will be listed in each teacher's announcement area and reviewed by teachers each semester.

Graduation Requirements

Content Area	STUDENTS GRADUATING AFTER JUNE 30, 2010	
Total Credits	23 Credits	
Electives	4.0 credits	
Language Arts	4 credits	
Mathematics	4 credits	
Science	4 credits	
Social Studies <i>(US History, Economics and American Government)</i>	3.0 credits World History (1.0), U.S. History (1.0), US Govt. (0.5), Econ.(0.5)	
CTAE and/or Modern Language/Latin and/or Fine Arts	3.0 Credits	
Health and Physical Education	1.0 P.E(0.5) + Health(0.5)	
World Language (Recommended)	2 Credits (recommended Elective)	

- Students earn credit in a class if they pass the semester with 70% or higher.
- Students earn one-half credit per class per semester.
- Semester grades are not averaged together; they are different units and appear separately on the transcript
- If a student does not pass a required course, he/she will have to retake that course again until he/she passes
- Freshmen must earn at least five credits in order to be promoted to sophomore status

Grade Classification

GCA high school students are classified based on the number of credits they have earned, not their age. Therefore, it is possible for a student to be a freshman for two years in a row, or change classifications from a freshman to a sophomore in January at the end of first semester.

Freshman	0-5 credits
Sophomore	6-11 credits
Junior	12-16 credits
Senior	17+ credits

Frequently Asked Questions

How is my final grade determined?

- You complete all course work within the allotted time and receive your final point score from your teachers. This point score translates into a class grade according to school policy.

What if I need to withdraw from a course?

- GCA does not allow students to withdraw from classes once the academic year has begun.

What other kind of help can I get if I'm having trouble?

- If the trouble is related to course content, contact your teacher for help. If the trouble seems to be technical, call technical support at **1-866-k12-care**.

What kinds of grade reports will I get?

- Parents and students can check grades online any hour of any day. Paper grade reports will be sent home half way through the semester (progress reports) and at the end of every semester (report cards).

How do I request a transcript?

- The high school registrar prepares and sends transcripts. Unofficial transcripts can be emailed or faxed to the parent and student. However, official transcripts must be sent through the mail and contain a seal and signature. If you anticipate needing a transcript, GCA requires at least a week's notice to prepare transcripts.

How hard are the high school-level courses?

- GCA offers a rigorous, college-prep program. Our courses are difficult and challenging. If you run into trouble, ask for help! Contact your teacher early on, so you don't get too far behind.

Background and Assumptions:

Georgia law establishes that school attendance (or a home school alternative) is compulsory. GCA is one of the public school options available to parents to fulfill this obligation. Parents should understand that GCA is a public school alternative, not a home school alternative. As a part of the public school system, GCA has a responsibility to account for the attendance and progress of each individual student enrolled and for which GCA receives public funds. GCA has a minimum attendance requirement of 5.5 hours per day (27.5 hours per week) for 180 days, or a total of 990 hours in the school year.

It is necessary to carefully track and document attendance in the On Line School (OLS) of GCA for accountability purposes as well as funding from the State Department of Education. Progress and mastery in the On Line School relate to promotion of the student in the curriculum.

The student's attendance calculation must include the actual time the student is engaged in both on-line and off-line activities in the K-12 curriculum under the direct supervision and/or monitoring of the identified responsible adult who is working with the student. This time can also include direct instruction with the GCA teacher. Additional learning experiences may qualify for inclusion in the attendance calculation. Examples of such appropriate general learning experiences include but are not limited to:

- 1.) consultation with a professional in an area of expertise, e.g., geologist, historian, etc.
- 2.) visit to a historical or art museum as a component of an art or history assignment.

The supervising adult will be responsible for tracking all hours and reporting them as required on the OLS. In order to assure balanced learning, supplemental hours in music, art and physical education are limited to two (2) hours in each area per week to be included in the total hours for attendance. Physical education activities are to be structured, organized and supervised.

Attendance Policy

Courses are designed to be interactive and require daily participation. Learning and the success of other students depend upon participation in sharing ideas in an academic setting. A student's extended periods of absence from an online class will be evident in the following ways:

- failure to input attendance hours
- failure to submit required classroom discussion posts
- failure to complete assignments
- failure to communicate with teachers and academic advisors and act on their requests
- failure to attend classes or actively participate while logged in

Daily participation is required in the GCA-HS program. Parents/guardians are responsible for ensuring that their students are actively engaged in all of their courses on a daily basis.

Students are required to log in to each of their classes daily Monday-Friday. The student should spend at least one hour per day per course in their online classes. Failure to log in daily will greatly reduce the student's ability to be successful in his/her classes. Extended absences from coursework may constitute truancy.

Families requesting excused absences are responsible for notifying the teacher about the length and reason for the absence.

Absences of three or more days for medical reasons may require verification by the student's medical doctor. Please contact your teacher should incident occur.

Excused Absences

Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum.

In the case that a student's personal illness or attendance in school endangers a student's health or the health of others, local boards may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is an excused absence. With proper verification a student may be eligible for hospital/homebound instruction (S.B.O.E. Rule 160-4-2-.31);

In the event of a serious illness in a student's immediate family, local boards may require students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.

A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.

Observing religious holidays, necessitating absence from school.

Conditions rendering attendance impossible or hazardous to student health or safety.

Local boards of education may allow a period not to exceed one day for registering to vote or voting in a public election.

Local boards of education shall count students present when they are serving as pages of the Georgia General Assembly.

Excessive Absences

The following provisions apply to absences during a school year.

1. Days students are absent due to out-of-school suspension shall not count as unexcused absences for the purposes of determining truancy (S.B.O.E. 160-5-1-.10).
2. After **3-5** Absences:
 - a. Excused Absences: The teacher will contact the parent or guardian by telephone or parental conference regarding attendance when possible. If contact is unsuccessful, then a letter or postcard will be sent.
 - b. Unexcused Absences: After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused absence without response, the school shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. The letter is to include a copy of the Compulsory Attendance Law (O.C.G.A. 20-20690.1)
3. After **7** Unexcused Absences by students 14 years old and older, schools and/or school social workers shall notify students they have only three unexcused absences remaining prior to violating the attendance requirements contained in subsection (a.1) of O.C.G.A. 40-5-22.
4. After **10** Absences:
 - a. Excused: A school administrator shall confer with a School Social Worker to determine whether a referral is warranted, at this time.
 - b. Unexcused: A referral shall be made to the School Social Worker using the social work form.
 - c. If a referral is made to the School Social Worker, an administrator must sign the form and all relevant correspondence and documentation must be attached. The Social Worker will work with the student and family in order to address the attendance problem. The Social Worker shall involve agencies and services such as mental health, social service agencies, clinic assistant or school nurse, student and parent groups, truancy panel, and Department of Family and Children Services. If the Social Worker interventions are unsuccessful, a complaint shall be filed in the appropriate court of law.

Attendance Goals and Expectations:

Except in extraordinary cases, students will be expected to “attend” 100% of the annual requirements for the student grade level. These hours may be earned through a schedule as provided in the school calendar. Failure to meet and record attendance requirements for 10 or more school days without prior authorization (e.g. for a family vacation) may lead to expulsion for truancy. Days missed due to illness, vacation, or other reasons must be made up.

“Extraordinary” circumstances which may be considered acceptable for less than 100% student attendance include:

- extended illness of the student with a doctor’s note
- other such individualized circumstances that prevent the student from attending to school work

It is the intent of GCA to work with families to ensure that they are supported and successful in our model. It is further the intent of GCA that expulsion or denial of attendance due to habitual truancy be the last resort. GCA will make all possible attempts to contact students and families of students who are either not attending classes (not logging attendance), or who are logging attendance, but not actually attending classes or producing work as they should. GCA will work with these students and their parents and/or guardians to provide an opportunity for these students to be successful and avoid expulsion. However, when students do not respond by attending and producing work as required, the following actions will be taken:

Harassment Reporting

If you are being harassed in the GCA high school environment, it is important to report it to your teacher immediately. Harassment comes in many forms including the following:

- spam (unsolicited e-mails not pertaining to the course)
- threatening communications
- offensive communications or any other kind of communication that makes you feel uncomfortable.

GCA Student Code of Conduct and Acceptable Use Guidelines

This document describes the policies and guidelines for the use of the GCA high school and exists to ensure that all GCA students are aware of and understand their responsibilities when accessing and using GCA resources. GCA reserves the right to update or alter this agreement at any time.

As a student enrolled in GCA, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is also considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in:

- Removal of your access to GCA instructional resources.
- Involvement with law enforcement agencies and possible legal action.

Accountability

- Posting anonymous messages is not permitted unless authorized by the course’s online teacher. Impersonating another person is also strictly prohibited.

- Use only your own user name and password, and do not share these with anyone.
- Do not interfere with other users' ability to access GCA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Do change your password(s) frequently, at least once per semester or course is encouraged.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-GCA commercial activities, non-GCA product advertising, or political lobbying on a GCA owned instructional computing resource.
- Do not use GCA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on GCA instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any GCA server.

Inappropriate Behavior

Inappropriate behavior includes the following:

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threads.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Student Internet Safety

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the GCA.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the GCA.

Internet Etiquette

As a GCA student, you are expected to follow the rules of Internet etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.

- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Don’t broadcast online discussions, and never reveal other people’s email addresses.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using GCA computer resources. This includes copyrighted graphics of cartoon characters or other materials that you found that may appear to be non-copyright protected.

Academic Integrity

Georgia Cyber Academy seeks to establish academic integrity within the high school community. GCA has identified the following as unacceptable practices, including, but not limited to:

1. Cheating in its various forms, whether copying another student’s work, allowing your own to be copied, using unauthorized aids on an assignment, essay, quiz, or test, having someone else complete an assignment, essay, quiz, or test for you, submitting as your own another person’s work, rescheduling a test on a false excuse;
2. Plagiarizing (e.g. presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the instructor(s);
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports;
6. Destroying, tampering, or altering another student’s work to impede academic progress;
7. Signing in to an Illuminate session for another student who is not present, or leaving an Illuminate session without logging off or indicating that you have “stepped away” from the session;
8. Falsely reporting completion of reading assignments

At the instructor’s discretion, depending on the nature of the offense, the student’s grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate administrative authorities. Violations may also lead to further disciplinary action.

Monitoring

GCA reserves the right to review any material transmitted using GCA instructional computing resources or posted to a GCA instructional computing resource to determine the appropriateness of such material. GCA may review this material at any time, with or without notice. E-mail transmitted via GCA instructional computing resources is not private and may be monitored.

GCA Indemnification Provision

GCA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. GCA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. GCA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of GCA, its affiliates, or its employees. K12 assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Beliefs Statement

GCA believes—

- All students have dignity and worth
- All high school students have the right to be served by the school counseling program
- All students:
 - Should have access to a school counselor to discuss personal concerns
 - Should have information about occupational and educational planning
 - Have the right to assistance in identifying their needs in the personal/social domain
 - Should have the opportunity to make choices within the constraints of the educational system
- The student and parent(s) are responsible for monitoring the student's educational progress with the assistance of a professional school counselor.
- The professional mandates and guidelines proposed by the national and state school counselor association shall continue to set standards for the school counseling program. (*Guidelines adapted from the ASCA National Model*)

Confidentiality

Your counselor is also available by phone or email during the school day for personal questions or concerns. The information that you, as a student, share with your counselor is confidential; however, there are certain limitations to confidentiality. Your school counselor is required by law to alert the proper authorities and/or your parent(s) or guardian(s) if you disclose any of the following: unreported physical or sexual abuse, recent or ongoing abuse of a dependent adult or child, or harm to self or others (this includes, but is not limited to, suicide attempts or ideology, cutting, eating disorders, or threats to others), illegal activities that you disclose (i.e. drug use, theft, etc.), or if a judge requires disclosure of information in a court of law. In some cases, you may request that the information that you disclose be shared with your teachers. If this is the case, your counselor will obtain your permission and will share the information with the GCA staff that you indicate.

Extenuating Circumstances

If you are experiencing extenuating circumstances (personal/social, medical, etc.) that interfere with your learning and you have already addressed the issue with your teacher(s) and instructional coordinator, your counselor can convene a meeting with you and the care team to find some solutions that will help you be successful at GCA.

Dress Code

The students and staff of the Georgia Cyber Academy are concerned with health, safety, and well being of students and the avoidance of distractions to learning. For these reasons, students are expected to dress appropriately for face to face testing, and other outings that are held throughout the school year. Students may be temporarily removed from testing or school related outings if such distractions take place.

- For safety reasons, any clothing that may be used as a weapon is strictly prohibited. For example: sharp object jewelry, dog collars with spikes, and any other spiked clothing.
- Wallet chains less than 10" in length are permitted.
- Headbands, bandanas, or other accessories that are directly related or representative of a gang that is a prominent threat in or around the community, or that presents a real and significant threat to students, are not appropriate.
- Other dress that may be considered improper to the good and instructional effectiveness of the school shall be monitored by staff and administration.

* No spaghetti straps or tube tops

* Apparel that reveals midriff must not be worn

* No underwear showing including boxers, thongs, undergarment straps, etc.

* Skirts need to be at least as long as the tip of the student's fingers when hands rest at their sides

* Shorts must have at least a three inch inseam.

* Pants for both boys and girls must be worn at hip level or higher.

* Plunging necklines, see-through apparel or other revealing clothing is not allowed.

Consequences: If a student is wearing inappropriate clothing they will be asked to change and parents will be notified.

School Counseling Department

Mission Statement

The mission of the Georgia Cyber Academy's counseling department is to provide a comprehensive guidance program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, and lifelong learners. The student services program is an integral part of the school's total program with a commitment to individual uniqueness and the maximum development of human potential. The program addresses the personal/social, educational, and career needs and desires of all GCA high school students. The department's ultimate goal is for students to graduate with the competencies necessary to be able to make self-directed, realistic, and responsible decisions and to be successful contributors to society. (*Guidelines adapted from the ASCA National Model*)

Course Descriptions

English and Language Arts

ENG102: Literary Analysis and Composition I (Foundations)

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

Literature: Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

Language Skills: Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres, such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lesson, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

Course length: Two semesters

Materials: *Explorations: An Anthology of Literature*, Volume A; *English Language Handbook*; *Vocabulary from Classical Roots*, Book B; *Julius Caesar for Young People*

Prerequisites: Middle school English/Language Arts

ENG103: Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in close reading and critical analysis of classic works of literature, and helps them appreciate both the texts and the contexts in which they were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by both student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced by the study of Greek and Latin root words, improving students' ability to decipher the meaning of new words.

Course length: Two semesters

Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass; *Anne Frank: Diary of a Young Girl*, by Anne Frank; *Romeo and Juliet*, by William Shakespeare

Prerequisites: Middle school English/Language Arts

ENG202: Literary Analysis and Composition II (Foundations)

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focused on word roots, suffixes and prefixes, context clues, and other strategies help students strengthen their vocabularies.

Course length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson

Prerequisites: Literary Analysis and Composition I or freshman English equivalent

ENG203: Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from both readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course length: Two semesters

Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth*, by William Shakespeare

Prerequisites: Literary Analysis and Composition I or freshman English equivalent

ENG302: American Literature (Foundations)

This survey of American literature builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytical skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills. Reading selections cover a variety of genres and voices in literature and expository prose from colonial to contemporary eras. They learn and practice skills for workplace communication. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in research reports.

Course length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane

Prerequisites: Literary Analysis and Composition II or sophomore English equivalent

ENG303: American Literature

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C*; *The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams; students will also read one selection of their choice from the following: *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane

Prerequisites: Literary Analysis and Composition II or sophomore English equivalent

Mathematics

Introduction

The following is a description of the Georgia Mathematics Curriculum from the Georgia Department of Education:

The Georgia Mathematics Curriculum focuses on actively engaging the students in the development of mathematical understanding by using manipulatives and a variety of representations, working independently and cooperatively to solve problems, estimating and computing efficiently, and conducting investigations and recording findings. There is a shift towards applying mathematical concepts and skills in the context of authentic problems and for the student to understand concepts rather than merely follow a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different ways to a solution and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things well, via reasoning, permit students to know much else—without having to commit the information to memory as a separate fact. It is the connections, the reasoned, logical connections that make mathematics manageable. As a result, implementation of Georgia’s Performance Standards places a greater emphasis on problem solving, reasoning, representation, connections, and communication.

(<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/MathStandards9-12.aspx>)

GPS Algebra

This is the first course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes radical, polynomial and rational expressions, basic functions and their graphs, simple equations, complex numbers; quadratic and piecewise functions, sample statistics, and curve fitting

(<https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/GPS-Algebra-Standards.pdf>)

Course length: Two semesters

Materials: *Algebra I: Reference Guide and Problem Sets, Algebra II: Reference Guide and Problem Sets*

Prerequisites: 8th Grade Mathematics

GPS Algebra is made up of a combination of the following K12 courses.

MTH123B: Algebra I

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

MTH303AB: Algebra II

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential and logarithmic functions; sequences and series; and data analysis.

GPS Honors Algebra

This is the first course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes radical, polynomial and rational expressions, basic functions and their graphs, simple equations, complex numbers; quadratic and piecewise functions, sample statistics, and curve fitting. This honors course will include more advanced work such as projects, alternative assignments, and portfolio(s). Students will do higher level thinking and synthesizing tasks with the same standards.

(<https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/GPS-Algebra-Standards.pdf>)

Course length: Two semesters

Materials: *Algebra I: Reference Guide and Problem Sets, Algebra II: Reference Guide and Problem Sets*

Prerequisites: Successful Completion of 8th Grade Mathematics, Exceeds on CRCT Scores, Teacher Placement

GPS Honors Algebra is made up of a combination of the following K12 courses. This honors course will include more advanced work.

MTH123B: Algebra I

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

MTH303AB: Algebra II

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential and logarithmic functions; sequences and series; and data analysis.

Mathematics 2

This is the second course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes complex numbers; quadratic, piecewise, and exponential functions; right triangles, and right triangular trigonometry; properties of circles; and statistical inference.

(<https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Math-II-Stds-rev-0409.pdf>)

Course length: Two semesters

Materials: *Algebra II: Reference Guide and Problem Sets, Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: Successful completion of Mathematics 1.

Mathematics 2 is made up of a combination of the following K12 courses. Accelerated/Honors courses will include more advanced work.

MTH303AB: Algebra II

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential and logarithmic functions; sequences and series; and data analysis.

MTH203B: Geometry

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Accelerated Mathematics 2

This is the second in a sequence of mathematics courses designed to prepare students to take AB or BC Advanced Placement Calculus. It includes right triangle trigonometry; exponential, logarithmic, and higher degree polynomial functions; matrices; linear programming; vertex-edge graphs; conic sections; planes and spheres; population means, standard deviations, and normal distributions. (<https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Accel-Math-II-Stds.pdf>)

Course length: Two semesters

Materials: *Algebra II: Reference Guide and Problem Sets, Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: Successful completion of Accelerated Mathematics 1 or Mathematics 2.

Accelerated Mathematics 2 is made up of a combination of the following K12 courses. This Accelerated course will include more advanced work.

MTH303AB: Algebra II

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential and logarithmic functions; sequences and series; and data analysis.

MTH203B: Geometry

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Science

SCI203: Biology

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

Prerequisites: Earth Science

SCI303: Chemistry

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. This course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Chemistry: Problems and Solutions*; *Chemistry: A Laboratory Guide*; K¹²-provided laboratory materials; common household materials for labs

Prerequisites: Earth Science and Biology, and solid grasp of Algebra basics with success in Algebra I

History and Social Sciences

HST103: World History

In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K¹². Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K12 middle school American History Since 1865, or equivalent

HST203: Modern World Studies (Elective)

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two World Wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Interactive online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: One semester

Materials: *The Human Odyssey, Volume 3*

Prerequisites: None

HST213: Geography and World Cultures (Elective)

This one-semester course uses geographic features to explore how human relationships, political and social structures, economics, science, technology, and the arts have developed and influenced life in countries around the world. Throughout the course, students learn how to read maps, charts, and graphs rigorously and critically—and also how to create them. Examining the intersection of culture and geography, students discover how a mountain in the distance can inspire national policy-makers, civil engineers, or poets; how a river triggers the activity of bridge builders, shipbuilders, and merchants alike; and how the sound of a busy Cairo street can inspire sociologists and musicians. Students come to understand how the drama of human history

and cultural encounters—affecting land, natural resources, religious dominance, and more—is played out on the geographical stage.

Course length: One semester—offered second semester only

Materials: None

Prerequisites: None

World Languages

WLG100: Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: None

WLG110: French I

Students begin their introduction to French with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school French 2 should enroll in French II rather than in French I.

WLG120: German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters

Materials: *Langenscheidt's Standard German Dictionary*

Prerequisites: None

WLG200: Spanish II

In this continuing introduction to Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG100: Spanish I or equivalent

WLG210: French II

In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG110: French I, middle school French 1 and 2, or equivalent

WLG220: German II

In this continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse German Dictionary*

Prerequisites: WLG120: German I, middle school German 1 and 2, or equivalent

WLG300: Spanish III

Intermediate Spanish students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, the course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG200: Spanish II or equivalent

WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG210: French II, or equivalent

Technology and Computer Science

TCH010: Computer Literacy I (Elective)

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects.

Course Length: One semester—offered first semester only
Materials: Microsoft Office 2003 and GIMP (free download)
Prerequisites: None

TCH017: 3D Art I—Modeling (Elective)

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

Course Length: One semester
Software: Blender (free download provided in course)
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.2 or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64 MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space
Prerequisites: None

TCH018: 3D Art II—Animation (Elective)

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They also learn about jobs in the industry.

Course Length: One semester
Software: 3D Art I—Modeling
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.2 or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64 MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space
Prerequisites: TCH017: 3D Art I—Modeling

TCH020: Computer Literacy II (Elective)

This course builds on the foundation of Computer Literacy I to develop the skills and concepts essential for computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects. When taken with Computer Literacy I, this course maps to the National Educational Technology Standards (NETS).

Course Length: One semester—offered second semester only
Materials: Microsoft Office 2003 and GIMP (free download)
Prerequisites: TCH010: Computer Literacy I

TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

Course length: One semester—offered first semester only

Materials: KompoZer (free download) and GIMP 2.0 (free download)

Prerequisites: None

Electives and Other Courses

ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course length: Two semesters

Materials: One package of white clay; one set of acrylic paint; one set of round paintbrushes; no other materials provided. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.

Prerequisites: A survey course in World History is recommended as a prerequisite or co-requisite, but not required

BUS010: Business Communication and Career Exploration (Elective)

In this course, students explore the ways people communicate in today's business environment. They examine technological advances of the contemporary office and consider future developments. Topics include: reviewing communication fundamentals; developing business letters; researching and reporting; and getting a job. Students perfect their written and oral communication skills, evaluate career interests and aptitudes, and learn how to apply for jobs and conduct interviews.

Course Length: One semester

Materials: None

Prerequisites: None

BUS030: Personal Finance (Elective)

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets,

developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Course Length: One semester

Materials: None

Prerequisites: None

ENG010: Journalism (Elective)

Students examine the development of journalism, from print to the multimedia environment, while learning how to publish our high school yearbook. Students learn the basics of writing in journalistic style and designing pages for print. Successful students are eligible to join the Yearbook staff during second semester.

Course length: One semester—offered first semester only

Materials: Associated Press Stylebook

Prerequisites: Success in previous English/language arts course and teacher/counselor recommendation

OTH010: Skills for Health

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course length: One semester—offered both semesters

Materials: None

Prerequisites: None

OTH020: Physical Education

This course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

Course length: One or two (or more) semesters—offered every semester

Materials: None

Prerequisites: None

OTH040: Reaching your Academic Potential (Elective)

Students discover their learning style—the way they process information and apply it—and develop study skills to improve academic and work performance. Topics include time management, oral communications, critical thinking, note-taking, test-taking, and researching.

Course length: One semester

Materials: *Flying Your True Colors for True Success*

Prerequisites: None

OTH050: Achieving Your Career and College Goals (Elective)

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Course Length: One semester

Materials: None

Prerequisites: None

PRJ010: Service Learning (Elective)

This project may be used in a variety of ways—as a standalone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

Project Length: Varies

Materials: None

Prerequisites: None

Orientation

ORN010: Online Learning

The Online Learning course explains to students how the K12 high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will

use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K12 high school courses.

Course Length: 6–8 hours

Materials: None

Prerequisites: None

Progress Toward Graduation

Name:

Date:

Total Credits Completed:

Total Credits Required to Graduate: 23

Language Arts (4 credits required)

Science (4 credits)

Math (4 credits)

Social Studies (3 credit)

Foreign Language/Fine Arts/CTAE (3 credits)

Physical Education/Health (1 credits)

Electives (4 required)

Note: Students must successfully complete all EOCTs for courses as outlined by the Georgia Department of Education in order to earn credits for those courses.

Progress Toward College

- 4 English
- 4 Math
- 4 Science
- 3 Social Science
- 3 Foreign Language/Fine Arts/CTAE
- 1 Physical Education/Health
- 4 Electives

Please consult the college or university catalogue for other requirements based on your major field of interest. Colleges and institutions outside of the state of Georgia may have additional admission requirements.

Acknowledgement/Handbook Signature Page

Dear Parents/Students:

You have just reviewed the GCAHS Student Handbook. We have attempted to cover all of the rules, regulations, and procedures for which you are responsible during this school year. Your success at this school is equal to effort and desire.

Please send a kmail to your homeroom teacher by **August 22, 2011** or the week after your start date stating the following:

Subject Line: Handbook Signature

I, Student Name & Learning Coach Name, have read, reviewed, and understand the GCAHS Student Handbook. In sending this kmail, I indicate awareness and understanding of the school practices and procedures set forth herein.

Sincerely,
Student Name & Learning Coach Name
Date