Please keep this handbook as a reference for your entire middle school career. Replacement copies may be purchased for a nominal fee.
NON-DISCRIMINATION POLICY: It is the policy of the Walton County School Board to offer the opportunity to students to participate in appropriate programs and activities without regard to color, creed, national origin (Title VI of the 1972 Educational Amendments), handicap (Section 504 of the Rehabilitation Act of 1973) or sex (Title II or the Educational Amendments of 1976 and PL 194-482.)
Dear Students and Parents,

Walton County Public School System is committed to offering appropriate, challenging instruction for all students. The instructional program offered is designed to provide required courses and connections courses, which range from developmental through advanced placement. In an attempt to provide a relevant curriculum, Walton County Public Schools will continue to update courses annually.

The Walton County Public Schools’ staff recognizes the vital importance of the student-faculty-parent-community relationship. Through a concerted team effort, our students will continue to grow both academically and personally. The result will be students who will successfully represent their school, system, county and state in a rapidly changing world.

Please keep this Career Planning Guide on hand for reference throughout the student’s middle school career. The guide will help lead the student through activities to help identify academic strengths and preferences.

I hope this guide will help you plan successfully for your future.

Tim Lull, Ed. D.
Superintendent
# TABLE OF CONTENTS

PREPARING FOR YOUR FUTURE ........................................................................................................... 1  
Steps for Successfully Preparing for Your Future .............................................................................. 2  
LEARNING ABOUT YOURSELF ........................................................................................................ 3  
Career Choice Process ..................................................................................................................... 4  
CAREER EXPLORATION .................................................................................................................. 7  
Choose Your Career Major Here! ................................................................................................... 9  
The Sixteen Career Majors .............................................................................................................. 12  
Career Exploration Worksheet ..................................................................................................... 14  
Middle School Grade Record ....................................................................................................... 15  
Middle School Activities, Awards, and Honors Record ................................................................ 16  
Clubs and Sports .......................................................................................................................... 17  
BUILDING YOUR ACADEMIC FOUNDATION .......................................................................... 19  
Grading System ............................................................................................................................. 20  
Eligibility for Sports and Extra-curricular Activities ................................................................... 20  
Promotion Criteria ....................................................................................................................... 20  
Criterion-Referenced Competency Tests .................................................................................... 21  
Academic Honors Programs ........................................................................................................ 23  
Introduction to Course Information ............................................................................................. 24  
COURSE DESCRIPTIONS ............................................................................................................. 27  
Academic Core Courses ............................................................................................................... 28  
ESOL Program .............................................................................................................................. 30  
Gifted Program .............................................................................................................................. 30  
Special Education Program ......................................................................................................... 30  
Connections Courses .................................................................................................................. 31  
WORKPLACE TRENDS AND INFORMATION .............................................................................. 38
Preparing for Your Future

Starts Here…

Now is the time to start thinking about who you are, where you want to go, and how you want to get there. This guide can help you make decisions you will face in middle school, high school, and beyond high school. On the next page is a graphic that reveals what you need to do to become prepared for your FUTURE CAREER. Middle school is the time to:

- learn about yourself (values, strengths, weaknesses, interests)
- explore careers
- gain academic foundation in math, science, language arts, and social studies
Steps for Successfully Preparing for Your Future

**Elementary School**
- Academic Foundation
- Career Awareness

**Middle School**
- Academic Foundation
- Career Exploration
- Self Assessment

**High School**
- Academic Preparation
- Occupational Preparation
- In-depth Career Exploration and Assessment

- Four-Year College/University
- On-the-Job Training Or Military Or Registered Apprenticeship
- Two-Year College Or Technical College

**Career Bound**
Learning About Yourself
Learning about yourself can be done by looking at the **Career Choice Process** described below. Use this process to learn who you are, what you want, and how you want to get there.

**Career Choice Process**

- **Who am I?**
- **Where am I going?**
- **How do I get there?**

**Who am I?**

Before you can determine your career and education choices, you need to know what is important to you (values), recognize your strengths and weaknesses, and identify your interests and abilities.

Use **Career Cruising** to help you answer the question “Who am I?” Career Cruising has several career interest inventories. It also has information on hundreds of different careers. Career Cruising is available to all middle school students at school and at home using the online version. The website is [www.careercruising.com](http://www.careercruising.com). Ask your counselor for your ID and password. Write your ID and password here:

   ID: ____________   Password: ____________

Another way to help you learn more about yourself is the **EXPLORE** assessment. **EXPLORE** is made up of two parts: academic foundation assessment and career interest inventory. The academic foundation assessment will help you determine how well you are doing in math, science, language arts, and social studies. The career interest inventory will give you a starting point for career exploration.

**EXPLORE** will be given to all 8th grade students. Results will not affect any of your grades at school. A similar assessment called the **PLAN** will be given to 10th grade students. The **EXPLORE** and **PLAN** help predict how well you will do on the **ACT**. The **ACT** is used for college entrance and usually taken in the 11th and 12th grades.
Where am I Going?

Once you know WHO you are, you are ready to begin thinking about where you are going (exploring careers that you might enjoy). Career exploration does not mean you need to lock yourself into one career, but rather is it looking at many various career opportunities for your future. Spend as much time as you can learning about all the careers that interest you.

Here are some suggestions for career exploration:

- Use Career Cruising for information on occupations, employment opportunities, education and training needed for future careers.
- Ask your parents, relatives, friends’ parents, and teachers about careers.
- Work experience such as summer jobs, apprenticeships, internships, and job shadowing can show you some careers you like and dislike.
- Volunteer work can give you valuable life experience and skills, a chance to meet interesting people, and help you explore career options.
- Search the internet for information on careers.

How Do I Get there?

Once you think about WHO you are and WHERE you want to go, it is time to start planning HOW you will get there. If you keep your career goal in mind, it will help you plan what classes you want to take and what activities you want to participate in. Here are some questions for you to think about to help you determine your plan for high school and after high school:

- Go to a four-year college?
- Go to a technical college?
- Go to a two-year college?
- Go in to the military to receive training and/or a college degree?
- Go to a technical college and then to a four-year college for a Bachelor of Applied Science degree?
- Go to a registered apprenticeship program?
- Go directly into the work force for on-the-job training?
- Consider the Tech Prep process in high school?
- Consider the apprenticeship program in high school?

Remember to:

- Keep your options open.
- Learning is a life-long process.
- Take advantage of every learning opportunity.
Career Exploration
When you begin high school you will be expected to choose a career major.

Choosing a career major will:

1. Help you by determine what classes you should take in high school to learn more about careers in that career major
2. Teach you beginning level skills for a future career
3. Allow you to practice employability skills such as teamwork, cooperation, leadership, and decision-making

On the next few pages you will find:

1. A career interest inventory
2. The 16 career majors with descriptions
## CHOOSE YOUR CAREER MAJOR HERE

### Career Interest Inventory

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see what box has the highest number.

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn how things grow and stay alive.</td>
<td>#1</td>
<td>1. Perform routine, organized activities but can be flexible.</td>
<td>#4</td>
</tr>
<tr>
<td>2. Make the best use of the earth’s natural resources.</td>
<td></td>
<td>2. Work with numbers and detailed information.</td>
<td></td>
</tr>
<tr>
<td>3. Hunt and/or fish.</td>
<td></td>
<td>3. Be the leader in a group.</td>
<td></td>
</tr>
<tr>
<td>4. Protect the environment.</td>
<td></td>
<td>4. Make business contact with people.</td>
<td></td>
</tr>
<tr>
<td>5. Be outdoors in all kinds of weather.</td>
<td></td>
<td>5. Work with computer programs.</td>
<td></td>
</tr>
<tr>
<td>6. Plan, budget, and keep records.</td>
<td></td>
<td>6. Create reports and communicate ideas.</td>
<td></td>
</tr>
<tr>
<td>7. Operate machines and keep them in good repair.</td>
<td>#2</td>
<td>7. Plan my work and follow instructions without close supervision.</td>
<td>#5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read and follow blueprints and/or instructions.</td>
<td>#3</td>
<td>1. Communicate with different types of people.</td>
<td>#6</td>
</tr>
<tr>
<td>2. Picture in my mind what a finished product looks like.</td>
<td></td>
<td>2. Help others with their homework or to learn new things.</td>
<td></td>
</tr>
<tr>
<td>3. Work with my hands.</td>
<td></td>
<td>3. Go to school.</td>
<td></td>
</tr>
<tr>
<td>4. Perform work that requires precise results.</td>
<td></td>
<td>4. Direct and plan activities for others.</td>
<td></td>
</tr>
<tr>
<td>5. Solve technical problems.</td>
<td></td>
<td>5. Handle several responsibilities at once.</td>
<td></td>
</tr>
<tr>
<td>6. Visit and learn from beautiful, historic, or interesting buildings.</td>
<td></td>
<td>6. Acquire new information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use my imagination to communicate new information to others.</td>
<td>#4</td>
<td>1. Work with numbers.</td>
<td>#7</td>
</tr>
<tr>
<td>2. Perform in front of others.</td>
<td></td>
<td>2. Work to meet a deadline.</td>
<td></td>
</tr>
<tr>
<td>3. Read and write.</td>
<td></td>
<td>3. Make predictions based on existing facts.</td>
<td></td>
</tr>
<tr>
<td>4. Play a musical instrument.</td>
<td></td>
<td>4. Have a framework of rules by which to operate.</td>
<td></td>
</tr>
<tr>
<td>5. Perform creative, artistic activities.</td>
<td></td>
<td>5. Analyze financial information and interpret it to others.</td>
<td></td>
</tr>
<tr>
<td>6. Use video and recording technology.</td>
<td></td>
<td>6. Handle money with accuracy and reliability.</td>
<td></td>
</tr>
<tr>
<td>7. Design brochures and posters.</td>
<td></td>
<td>7. Take pride in the way I dress and look.</td>
<td></td>
</tr>
</tbody>
</table>
CHOOSE YOUR CAREER MAJOR HERE
(Continued)

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be involved in politics.</td>
<td></td>
<td>1. Care about people, their needs, and their problems.</td>
<td></td>
</tr>
<tr>
<td>2. Negotiate, defend, and debate ideas and topics.</td>
<td></td>
<td>2. Participate in community services and/or volunteering.</td>
<td></td>
</tr>
<tr>
<td>3. Plan activities and work cooperatively with others.</td>
<td></td>
<td>3. Listen to other people’s viewpoints.</td>
<td></td>
</tr>
<tr>
<td>4. Work with details.</td>
<td></td>
<td>4. Help people be at their best.</td>
<td></td>
</tr>
<tr>
<td>5. Perform a variety of duties that may change often.</td>
<td></td>
<td>5. Work with people from preschool age to old age.</td>
<td></td>
</tr>
<tr>
<td>6. Analyze information and interpret it to others.</td>
<td></td>
<td>6. Think of new ways to do things.</td>
<td></td>
</tr>
<tr>
<td>7. Travel and see things that are new to me.</td>
<td></td>
<td>7. Make friends with different kinds of people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#7</td>
<td></td>
<td>#10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Help sick people and animals.</td>
<td></td>
<td>2. Reason clearly and logically to solve complex problems.</td>
<td></td>
</tr>
<tr>
<td>3. Make decisions based on logic and information.</td>
<td></td>
<td>3. Use machines, techniques, and processes.</td>
<td></td>
</tr>
<tr>
<td>4. Participate in health and science classes.</td>
<td></td>
<td>4. Read technical materials and diagrams and solve technical problems.</td>
<td></td>
</tr>
<tr>
<td>5. Respond quickly and calmly in emergencies.</td>
<td></td>
<td>5. Adapt to change.</td>
<td></td>
</tr>
<tr>
<td>6. Work as a member of a team.</td>
<td></td>
<td>6. Play video games and figure out how they work.</td>
<td></td>
</tr>
<tr>
<td>7. Follow guidelines precisely and meet strict standards of accuracy.</td>
<td>#8</td>
<td>7. Concentrate for long periods without being distracted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigate new places and activities.</td>
<td></td>
<td>1. Work under pressure or in the face of danger.</td>
<td></td>
</tr>
<tr>
<td>2. Work with all ages and types of people.</td>
<td></td>
<td>2. Make decisions based on my own observations.</td>
<td></td>
</tr>
<tr>
<td>3. Organize activities in which other people enjoy themselves.</td>
<td></td>
<td>3. Interact with other people.</td>
<td></td>
</tr>
<tr>
<td>4. Have a flexible schedule.</td>
<td></td>
<td>4. Be in positions of authority.</td>
<td></td>
</tr>
<tr>
<td>5. Help people make up their minds.</td>
<td></td>
<td>5. Respect rules and regulations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Observe and analyze people’s behavior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#9</td>
<td></td>
<td>#12</td>
</tr>
</tbody>
</table>

- 10 -
CHOOSE YOUR CAREER MAJOR HERE
(Continued)

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with my hands and learn best that way.</td>
<td>#13</td>
<td>1. Interpret formulas.</td>
<td>#15</td>
</tr>
<tr>
<td>2. Put things together.</td>
<td></td>
<td>2. Find the answers to questions.</td>
<td></td>
</tr>
<tr>
<td>3. Do routine, organized and accurate work.</td>
<td></td>
<td>3. Work in a laboratory.</td>
<td></td>
</tr>
<tr>
<td>4. Perform activities that produce tangible results.</td>
<td></td>
<td>4. Figure out how things work and investigate new things.</td>
<td></td>
</tr>
<tr>
<td>5. Apply math to work out solutions.</td>
<td></td>
<td>5. Explore new technology.</td>
<td></td>
</tr>
<tr>
<td>6. Use hand and power tools and operate equipment/machinery.</td>
<td></td>
<td>6. Experiment to find the best way to do something.</td>
<td></td>
</tr>
<tr>
<td>7. Visualize objects in three dimensions from flat drawings.</td>
<td></td>
<td>7. Pay attention to details and help things be precise.</td>
<td></td>
</tr>
</tbody>
</table>

Write your results in the boxes below. Which are the highest numbers? Use these results to begin your career exploration. Learn more about the career majors on the next pages.

|---------------------------------------|-----------------|--------------------------------------------|----------------------------------------|

My Career Major is ____________________

Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career.
The 16 Career Majors

Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources.

Designing, producing, exhibiting, performing, writing and publishing multimedia content - including visual and performing arts and design, journalism, and entertainment services.

Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.

Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges, and industrial, commercial, and residential facilities and buildings.

Planning, managing, and providing education and training services, and related learning support services - including assessment and library and information services.

Planning, managing, and providing banking, investment, financial planning, and insurance services.

Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.

Planning, managing, and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.
Planning, managing, and providing human services - including social and related community services.

Designing, developing, managing, and supporting hardware, software, multimedia and systems integration services.

Planning, managing, and providing judicial, legal, and protective services - including professional and technical support services in the fire protection and criminal justice systems.

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Planning, managing, and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state and local levels.

Planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services - including merchandise/product management and promotion.

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.
Career Exploration Worksheet

Use this worksheet to help you explore careers that interest you.

Name of Career: ____________________________
Source of Information: _______________________

Write down the actual tasks workers do in this career? Include responsibilities, physical requirements or health risks?

What skills are required? Include whether they work alone or in teams?

What training, education, or other qualifications (licenses, registrations, and certifications) do you need for this career?

What is the work environment like? (workload, pace, people, indoors or outdoors) How does it look?

What is their work schedule like?

What are the average earnings in this area?

What is the employment outlook for this career?

What are the possibilities of advancement?

What are some related careers?

What resources can you use next to find out more information (websites, people, books, schools)?
Middle School Record

Use the following pages to help record your grades and activities. Reviewing this can show you what subjects and activities you like best, what subjects you do well in, and what your interests are.

**SIXTH GRADE YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEVENTH GRADE YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EIGHTH GRADE YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Middle School Activities, Honors, Awards

Participation is important. Activities, clubs honors, awards, and even part-time jobs or volunteer work will help you determine what you enjoy doing. Use this page to record your successes.

<table>
<thead>
<tr>
<th>SIXTH GRADE YEAR</th>
<th>SEVENTH GRADE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities/Organizations</strong></td>
<td><strong>Activities/Organizations</strong></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td><strong>Honors/Awards</strong></td>
<td><strong>Honors/Awards</strong></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td><strong>Part-time Jobs/Volunteer Work</strong></td>
<td><strong>Part-time Jobs/Volunteer Work</strong></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EIGHTH GRADE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities/Organizations</strong></td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td><strong>Honors/Awards</strong></td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td><strong>Part-time Jobs/Volunteer Work</strong></td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
</tr>
</tbody>
</table>
Clubs and Sports

Getting involved with clubs and sports is a great way to learn about what you enjoy doing. At the beginning of each year find out which clubs and sports are offered at your middle school. Here are a few that may be available to you:

- Guitar Club
- Game Club
- Fellowship of Christian Athletes
- Future Business Leaders of America
- 4-H Club
- Art Club
- Junior Beta (invitation only)
- Football
- Basketball
- Softball
- Dance Team
- Cheerleading
- Swimming
- Baseball
- Band
- Wrestling
- Soccer
- Track and Field
- Majorettes
- Family, Career, and Community Leaders of America
- FFA
- Student Council
- Yearbook
Building Your Academic Foundation
GRADING SYSTEM

The grading system is as follows:

<table>
<thead>
<tr>
<th>Academic/Conduct</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B = 80-89</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C = 70-79</td>
<td>Improving</td>
</tr>
<tr>
<td>F = Below 70</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

ELIGIBILITY REQUIREMENTS FOR MIDDLE SCHOOL EXTRA-CURRICULAR ACTIVITIES

Students participating in competitive interscholastic activities shall pass a minimum of five subjects carrying credit toward grade promotion in the grading period immediately preceding participation. Students initially enrolling in the first quarter or semester of the sixth grade are exempt from this requirement. Exploratory subjects taken during the same quarter or semester are averaged to count as one subject for eligibility purposes. An ineligible student is prohibited from practicing, traveling, trying out, or being part of a team or program in any way.

PROMOTION

Students in middle school must meet the following criteria for promotion:

**Grades 6-7:**

In grades 6-7, a student must have yearly passing grades in four of the five following subject areas:

1. Language arts
2. Science
3. Social Studies
4. Math
5. Connections Classes

**Grade 8:**

Eighth grade students must score “Meets Standard” or “Exceeds Standard” on the Georgia Grade 8 Writing Assessment and must have a score of “Meets Standard” or “Exceeds Standard” on the Criterion-Reference Competency Test (CRCT) in the areas of reading and math. A student must have yearly passing grades in four of the five following subject areas:

1. Language arts
2. Science
3. Social Studies
4. Math
5. Connections Classes
Criterion-Referenced Competency Tests

What do you need to know?

What is the purpose of the CRCT?

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS). The assessments show information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the GPS, and to gauge the quality of education throughout Georgia.

What content areas and grade levels are tested?

Students in grades one through eight take the CRCT in the content areas of reading, English/language arts, and mathematics. Students in grades three through eight are also assessed in science and social studies.

Grades 3-8:

Reading-40 questions

English/Language Arts-50 questions

Math-60 questions

Science-60 questions

Social Studies-60 questions

What are the tests like?

The tests contain selected-response items (multiple-choice) only. The tests are usually given in April. Generally, they are given over five consecutive days. Students will take two sections of one content area each day. Each section lasts about sixty minutes.
How does the CRCT differ from a norm-referenced test (NRT) like the ITBS?

Criterion-referenced tests, such as the CRCT, are designed to measure how well students acquire, learn, and accomplish the knowledge and skills set forth in a specific curriculum or unit of instruction. The CRCT, therefore, is specifically intended to test Georgia's content standards outlined in the GPS. Norm-referenced tests (NRT), such as the Iowa Tests of Basic Skills (ITBS), measure instructional standards commonly taught throughout the entire United States of America.

Are state, system, and school reports of CRCT results provided?

Yes. Paper and electronic reports are available at the state, system, and school levels.

Sample Test Item for 8th Grade Reading

Jane Goodall’s Crusade (Excerpt)

Goodall eventually established the Jane Goodall Institute in Tucson, Arizona, in 1977. It is concerned with preserving chimpanzee habitats. She championed the cause of the chimpanzee and has been an instrumental force in keeping them from the threat of extinction. Her one-woman crusade has spread worldwide and has altered human perception of the chimpanzee.

What is the function of the Jane Goodall Institute?

a. It houses books about the animals of Africa.
b. It tries to preserve chimpanzee habitats.
c. Its serves as a lab for studying animal behavior.
d. It is a nature preserve for endangered species.

For more information about the CRCT, including additional sample items and previously used tests, go to the Georgia Department of Education website at:


Your school counselor is another good source of information about the CRCT.
Academic Honors Programs

Honor Roll, Merit List, and Principal’s List
At the end of each grading period, students who have maintained high scholastic averages will be listed on the Honor Roll, the Merit List or the Principal’s List. Selection is based on the following criteria:

Honor Roll: Students with an average of 90 or above for all subjects.

Merit List: Students with an average of 85 to 89.9 for all subjects.

Principal’s List: Students who have earned an “A” in every subject for a specific grading period.

No rounding will be used in calculating the Honor Roll or the Merit List.
INTRODUCTION TO COURSE INFORMATION

Core Academic Courses
At the beginning of each year students at the middle school are assigned to a team of teachers who deliver the curriculum for the four core academic areas (English/language arts, social studies, science, and math). The core academic courses are year-long courses, and students go to each course everyday.

Georgia must maintain a curriculum that specifies what students are expected to know in each subject and grade. This is called Georgia Performance Standards (GPS). GPS is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The performance standard incorporates the content standard, (what concepts a student is expected to master), but expands upon it by adding three more items: suggested tasks, sample student work, and teacher commentary on that work.

Connections Courses
For the remainder of the day students are enrolled in connections and/or academic enhancement courses. Connections are nine-week, semester, or year-long courses. See the following page for a list of connections courses. Connections courses may vary at each middle school.

All middle school students will be assigned to a homeroom teacher.

MIDDLE SCHOOL COURSE OVERVIEW
CORE ACADEMIC COURSES

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>English/Language Arts</td>
<td>English/Language Arts</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>History/Social Studies</td>
<td>History/Social Studies</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
</tbody>
</table>
## CONNECTIONS COURSES

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Agricultural Technology</td>
<td>Agricultural Technology</td>
<td>Agricultural Technology</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>Critical Thinking/Journalism</strong></td>
<td><strong>Critical Thinking/Journalism</strong></td>
<td><strong>Critical Thinking/Journalism</strong></td>
</tr>
<tr>
<td>Keyboarding</td>
<td>Computer Applications</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Family and Consumer Science</td>
<td>Family and Consumer Science</td>
<td>Family and Consumer Science</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Technology Education</td>
<td>Technology Education</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>***Beginning Band</td>
<td>***Intermediate Band</td>
<td>***Intermediate Band</td>
</tr>
<tr>
<td>***Intermediate Band</td>
<td>***Advanced Band</td>
<td>***Advanced Band</td>
</tr>
<tr>
<td>***Advanced Band</td>
<td>***Spanish</td>
<td>***Spanish</td>
</tr>
<tr>
<td>***Chorus</td>
<td>***Chorus</td>
<td>***Chorus</td>
</tr>
<tr>
<td>Fitness and Health</td>
<td>Fitness and Health</td>
<td>Fitness and Health</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>REP Math</td>
<td>REP Math</td>
<td>REP Math</td>
</tr>
<tr>
<td>REP Reading</td>
<td>REP Reading</td>
<td>REP Reading</td>
</tr>
</tbody>
</table>

*All courses are nine-week unless noted.  
**Semester long course  
***Year-long course
Georgia must maintain a curriculum that specifies what students are expected to know in each subject and grade. This is called Georgia Performance Standards (GPS). GPS is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The performance standard incorporates the content standard, (what concepts a student is expected to master), but expands upon it by adding three more items: suggested tasks, sample student work, and teacher commentary on that work.
Academic Core Courses

English/Language Arts

All core courses are year-long unless noted differently.

23.0110000   6th Grade Language Arts (GPS)
Students will gain skills in the strands of reading, writing, conventions, listening, speaking, and viewing. There will be an emphasis on comprehension, reading across the curriculum, vocabulary, fluency, writing in the modes of discourse (narrative, expository, persuasive, and response to literature), and research.

23.0120000   7th Grade Language Arts (GPS)
In the 7th grade, students will further refine their skills in the strands of reading, writing, conventions, listening, speaking, and viewing. There will be an emphasis on comprehension, reading across the curriculum, vocabulary, fluency, writing in the modes of discourse (narrative, expository, persuasive, and response to literature), and research.

23.0130000   8th Grade Language Arts (GPS)
In the 8th grade, students will further develop skills to prepare for 9th grade language arts in the strands of reading, writing, conventions, listening, speaking, and viewing. There will be an emphasis on comprehension, reading across the curriculum, vocabulary, fluency, writing in the modes of discourse (narrative, expository, persuasive, and response to literature), and research.

Math

27.0210000   6th Grade Math (GPS)
Students will develop skills in the following: using the four arithmetic operations with whole numbers and positive rational numbers, ratios and problem-solving using proportional reasoning, and computing and applying percentages. Students will determine the surface area and volume of solid figures and variables in formula and algebraic equations. They will predict probability and apply their knowledge of statistics.

27.0220000   7th Grade Math (GPS)
Students will develop skills in using rational numbers, solving linear equations, constructing plane figures, developing an understanding of transformations, using and applying properties of similarities, examining geometric shapes, and using tables, graphs, and formulas,
8th Grade Math (GPS)
Topics for learning will include square roots, exponents, scientific notations, problem solving, tables, graphs, statistics, reasoning, numbers and variables. Patterns, functions, solving equations, polynomials, factorization, quadratic equations, linear equations, algebraic fractions, rational and irrational numbers, and probability will be covered as well.

Science

6th Grade Earth Science (GPS)
In 6th grade earth science, students will be introduced to meteorology and the impact of weather and climate on the Earth, Oceanography, Earth materials including composition and structure of the Earth, Earth in Space, interaction of humans and the Earth and its impact, and energy sources.

7th Grade Life Science (GPS)
In 7th grade life science, students will be introduced to the concepts of diversity of living organisms, structure and function of cells, heredity, ecosystems, natural selection, fossil record, cycling of matter and energy, purpose of major human body organ systems, dichotomous classifications (6 Kingdoms), and biological evolution.

8th Grade Physical Science (GPS)
Students in 8th grade earth science will learn the scientific inquiry process, lab safety skills, standard international measurements, and reference skills. Students will study human interactions with the environment, geology, hydrology, meteorology, and astronomy.

Social Studies

6th Grade Social Studies (GPS)
The geography and world cultures course for 6th grade students will introduce students to the Latin America, Canada, Australia, Europe, and Oceania. Their physical and cultural geography as well as history will be covered. Other topics will include political systems, economics, civic participation, information processing, problem solving, and the use of maps and globes.

7th Grade Social Studies (GPS)
The geography and world cultures course for 6th grade students will introduce students to the Asia and Africa. Their physical and cultural geography as well as history will be covered. Other topics will include political systems, economics, civic participation, information processing, problem solving, and the use of maps and globes.

8th Grade Social Studies (GPS)
Students will study Georgia’s geography, history, government, and economics and how it relates to the history and role in the United States.
Additional Programs

ESOL Program

In the middle grades, the ESOL program is offered at Loganville Middle School, the cluster site for grades 6-8. English instruction is taught using the WIDA Standards for English Language Proficiency which are aligned with the GPS. The ESOL teacher must be highly qualified under the NCLB, holding both middle grade certification and ESOL endorsement and/or certification.

Gifted Program

Middle School students who meet gifted eligibility according to SBOE Rules 160-4-2.38 and 160-5-1.08 can be served across the curriculum at a minimum of five segments a week or the yearly equivalent in one or more of the four delivery models approved by the state (advanced content, cluster, collaboration, and resource). All advanced content classes will be designated by .2 code designations. Classes beyond the minimum service rule can be provided as approved as staffing and scheduling allows. The local school principal collaborating with the Central Office Gifted Coordinator will determine staffing and scheduling as outline to maximize class size in compliance with the gifted program guidelines. The following description applies for the elective resource class titled Gifted Research Skills:

Gifted Research Skills
35.21400 Research Skills 6
35.21500 Research Skills 7
35.21600 Research Skills 8

The nine week elective is restricted to gifted students who have current eligibility and is based upon directed study in multi-disciplinary areas. Gifted middle school students may take the elective one time during the school year. The course stresses the development of the individual student through the use of creativity, independent learning skills, leadership, character development and service to others. The topic of study is the individual student’s area of interest as chosen by the student with guidance from teacher and use of informal inventories or assessments. Goals and objectives are developed by the teacher and student with parent/guardian approval. A syllabus will guide the process of study along with designated performance tasks scored by rubrics to assess work.

Special Education

Students identified with special needs will be served based on their Individual Education Plan (IEP) in the academic core areas as well as in connections and academic enhancement classes. Other available courses include:

35.8170000 6th Grade Study Skills
35.8180000 7th Grade Study Skills
35.8190000 8th Grade Study Skills
All courses are nine-week unless noted.

**Physical Education**

**17.0070000 6th Grade Fitness and Health**
Students will learn the dangers of alcohol, tobacco, and other drugs, disease prevention, and family living skills. Other topics will include human growth and development, mental health, nutrition, personal health, and safety.

**36.0070000 6th Grade Physical Education**
Students participate in fitness assessment and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness. Students will be able to identify movement concepts for various sports and lifetime activities.

**36.0080000 7th Grade Fitness and Health**
Students will build upon what they learned from 6th grade Fitness and Health by learning the dangers of alcohol, tobacco, and other drugs, disease prevention, and family living skills. Other topics will include human growth and development, mental health, nutrition, personal health, and safety.

**17.0080000 7th Grade Physical Education**
Students participate in fitness assessment and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness. Students will be able to identify movement concepts for various sports and lifetime activities.

**17.0090000 8th Grade Fitness and Health**
Students will build upon what they learned in 7th grade Fitness and Health by learning the dangers of alcohol, tobacco, and other drugs, disease prevention, and family living skills. Other topics will include human growth and development, mental health, nutrition, personal health, and safety.

**36.0090000 8th Grade Physical Education**
Students participate in fitness assessment and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness. Students will be able to identify movement concepts for various sports and lifetime activities.
Band

53.0330000  6th Grade Beginning Band (year long)
Students begin to learn artistic skills and knowledge by creating, performing, and producing. Students also participate in critical analysis and aesthetic understanding of band instruments. Historical and cultural context of music is also studied.

53.0330200  6th Grade Intermediate Band (year long)
53.0340000  7th Grade Intermediate Band (year long)
53.0340200  7th Grade Advanced Band (year long)
53.0350000  8th Grade Intermediate Band (year long)
53.0350200  8th Grade Advanced Band (year long)

Art

50.0110000/50.0110099  6th Grade Art/6th Grade Advanced Art
Students begin to learn artistic skills and knowledge by creating, performing, and producing art works with various materials and techniques. Students also participate in critical analysis and aesthetic understanding of art works. Historical and cultural context of art and careers in art are also studied.

50.0120000/50.0120099  7th Grade Art/7th Grade Advanced Art
Students continue to learn artistic skills and knowledge by creating, performing, and producing art works with various materials and techniques. Students also participate in critical analysis and aesthetic understanding of art works. Historical and cultural context of art and careers in art are also studied.

50.0130000/50.0130099  8th Grade Art/8th Grade Advanced Art
Students further develop their abilities to learn artistic skills and knowledge by creating, performing, and producing art works with various materials and techniques. Students also participate in critical analysis and aesthetic understanding of art works. Historical and cultural context of art and careers in art are also studied. Students are introduced to formal art training.

Chorus

54.0130000  6th Grade Chorus (year long)
Students begin to learn artistic skills and knowledge by creating, performing, and producing vocal productions with various techniques. Students also participate in critical analysis and aesthetic understanding of vocal works. Historical and cultural context of vocal works is also studied.

54.0140000  7th Grade Chorus (year long)
Students continue to learn artistic skills and knowledge by creating, performing, and producing vocal productions with various techniques. Students also participate in critical analysis and aesthetic understanding of vocal works. Historical and cultural context of vocal works is also studied.
54.0150000  8th Grade Chorus (year long)
Students further develop their abilities to learn artistic skills and knowledge by creating, performing, and producing vocal productions with various techniques. Students also participate in critical analysis and aesthetic understanding of vocal works. Historical and cultural context of vocal works is also studied.

Business Education

07.0830000  Keyboarding
This course is designed for 6th grade students. They will be introduced to the touch typing method of keyboarding practicing accuracy and speed. They will learn computer terminology including the parts of the computer.

07.4840000  7th Grade Computer Applications
This course is designed for 7th grade students. Students will be introduced to basic word processing and presentation software. Computer research skills and desktop publishing concepts will be introduced.

07.0850000  8th Grade Computer Applications
This course is designed for 8th grade students. Students will learn to create databases and spreadsheets as well as learn advanced desktop publishing skills. Career research will be included in this course.

Critical Thinking

35.0170000  6th Grade Critical Thinking
Critical Thinking encourages and exposes the students to problem solving skills. They use deducing skills to discriminate the best answer. The class concentrates on visual logic, word problems, reading comprehension, vocabulary enrichment and analogies. The class exam is a cumulative scavenger hunt over the materials they are learning to master.

35.0180000  7th Grade Critical Thinking
The 7th grade course builds on the skills learned in the 6th grade course.

35.0190000  8th Grade Critical Thinking
The 8th grade course builds on the skills learned in the 7th grade course.

Journalism/Critical Thinking

35.0170200  6th Grade Critical Thinking/Journalism (semester)
This course introduces students to newspaper writing. Students work on copy writing, editing and revising news articles. Design and layout are also introduced.

35.0180200  7th Grade Critical Thinking/Journalism (semester)
The 7th grade course builds on the skills learned in the 6th grade course.
35.0190200 8th Grade Critical Thinking/Journalism (semester)
The 8th grade course builds on the skills learned in the 7th grade course.

Drama

52.0110000 6th Grade Drama
Students begin to learn artistic skills and knowledge by creating, performing, and producing dramatic productions using various techniques. Students also participate in critical analysis and aesthetic understanding of dramatic works. Historical and cultural context of dramatic works is also studied.

52.0120000 7th Grade Drama
Students continue to learn artistic skills and knowledge by creating, performing, and producing dramatic productions using various techniques. Students also participate in critical analysis and aesthetic understanding of dramatic works. Historical and cultural context of dramatic works is also studied.

52.0130000 8th Grade Drama
Students further develop their abilities to learn artistic skills and knowledge by creating, performing, and producing dramatic productions using various techniques. Students also participate in critical analysis and aesthetic understanding of dramatic works. Historical and cultural context of dramatic works is also studied.

Family and Consumer Science

20.0110000 6th Grade Family and Consumer Science
Students will develop strategies and skills for maintaining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence, interpreting the impact of peer pressure on the individual, and for developing strategies for coping with concerns (bullying, abuse, violence) of adolescents. Household management, decision-making, and employment skills will be covered also.

20.0120000 7th Grade Family and Consumer Science
The following topics will be covered: functions of the family, signs and symptoms of chemical dependency and appropriate sources for help and support, communication skills, causes, effects, and prevention of communicable diseases. Also covered will be the topics of responsibilities of parenting, basic needs, concepts, and principles related to the physical, social, and cognitive development of children through baby-sitting or caring for children.

20.0130000 8th Grade Family and Consumer Science
Students in this course will learn about personal resource management, adolescent nutrition and wellness, food preparation, safety and the operation of food preparation equipment as well as food service. Also included in this course is the development of skills in FCCLA project areas related to financial fitness and student body.
Technology Education

21.0210000 6th Grade Technology-Exploring Technology
In this course, students will examine the four areas of technology: communication, production, bio-related, and energy, power and transportation. Students will also examine the relationship of math, science, technology and engineering and examine careers related to technology. Leadership and teamwork skills will be emphasized.

21.0220000 7th Grade Technology-Inventions and Innovations
Students will examine the role that technology and society play in the invention and innovation process. Students will research inventions, learn the design process, and perform market research. Leadership and teamwork skills will be emphasized.

21.0230000 8th Grade Technology-Technological Systems
Students will examine and identify various systems including loop, electrical, magnetic, fluid, structural, natural, thermal, chemical, and information. Students will learn how these systems impact society. Leadership and teamwork skills will be emphasized.

Agricultural Technology

02.0120000 6th Grade Agricultural Technology
Students will explore the importance of agriscience on the local, state, national and international levels, identify and explore science and technology in the agriscience industry, develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities, demonstrate safety practices related to agriscience, and explore employment and career opportunities in agriscience.

02.0130000 7th Grade Agricultural Technology
Students will further explore the importance of agriscience on the local, state, national and international levels, identify and explore science and technology in the agriscience industry, develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities, demonstrate safety practices related to agriscience, and explore employment and career opportunities in agriscience.

02.0140000 8th Grade Agricultural Technology
Students will further explore the importance of agriscience on the local, state, national and international levels, identify and explore science and technology in the agriscience industry, develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities, demonstrate safety practices related to agriscience, and explore employment and career opportunities in agriscience.
Foreign Language

60.0670000 6th Grade Spanish
The first level of Spanish begins with interpersonal communication by exchange of simple written and spoken information. Other units include interpretative communication by understanding spoken and written language, presentation of language, and cultural perspectives, practices, and products.

60.0680000 7th Grade Spanish
The second level of Spanish continues with interpersonal communication by exchange of simple written and spoken information. Other units include interpretative communication by understanding spoken and written language, presentation of language, and cultural perspectives, practices, and products.

60.0690000 8th Grade Spanish
The third level of Spanish further develops skills in interpersonal communication by exchange of simple written and spoken information. Other units include interpretative communication by understanding spoken and written language, presentation of language, and cultural perspectives, practices, and products.

60.0710000 Advanced Spanish (two year commitment for 7th and 8th grade students)
This course introduces the Spanish language; emphasizes listening, speaking, reading, and written skills; covers how to greet and depart; to ask, and respond to basic questions, to speak and read within a range of carefully selected topics, and to develop an understanding of Spanish culture. Students will take a locally written test at the end of the two year course for possible high school credit.

Remediation

23.1146000 6th Grade REP Reading
23.1156000 7th Grade REP Reading
23.1166000 8th Grade REP Reading
Students who need additional assistance with reading will work with teachers to enrich skills to enhance strengths and develop areas of improvement.

27.1216000 6th Grade REP Math
27.1226000 7th Grade REP Math
27.1236000 8th Grade REP Math
Students who need additional assistance with math will work with teachers to enrich skills to enhance strengths and develop areas of improvement.

Study Skills

35.0170000 6th Grade Study Skills
35.0180000 7th Grade Study Skills
35.0190000 8th Grade Study Skills
These courses are designed to assist students in developing study skills such as time management, test taking skills, and decision making.
Workforce Trends and Information
Fastest Growing Occupations in Georgia Projections through 2012

Medical Assistants
Dental Hygienists
Network Systems and Data Communications Analysts
Dental Assistants
Physician Assistants
Medical Records and Health Information Technicians
Home Health Aides
Social and Human Service Assistants
Computer Software Engineers, Systems Software
Respiratory Therapists
Database Administrators
Computer Software Engineers, Applications

Fitness Trainers and Aerobics Instructors
Surgical Technologists
Special Education Teachers, Preschool and Elementary School
Special Education, Middle School
Self-Enrichment Education Teachers
Special Education Teachers, Secondary School
Health Specialties Teachers, Postsecondary
Computer Systems Analysts

Source: Georgia Department of Labor
Historical and Future Required Education Levels for Jobs in the United States
(U.S. Department of Labor)

Required Education Levels for Jobs in 1968

- High School Diploma or Less: 65%
- Training Beyond High School: 15%
- College Degree(s): 20%

Required Education Levels for Jobs in 2002

- High School Diploma or Less: 10%
- Training Beyond High School: 70%
- College Degree(s): 20%
Required Education Levels for Jobs in 2010

- 80% Training Beyond High School
- 20% College Degree(s)