



***Dr. John D. Barge, State School Superintendent***  
***“Making Education Work for All Georgians”***

**Student Plan of Study Guidance**  
**Revision 1**

Student Plan of Study Guidance  
May, 2013

**Revision History**

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## Georgia Department of Education Student Plan of Study Guidance

### **Definitions:**

Advanced Academic Pathways – a graduate who completes a sequence of required courses in English/Language Arts, Mathematics, Science and Social Studies to include an Advanced Placement, International Baccalaureate, or dual enrollment courses, with additional credits in two sequential courses in one world language; Advanced Academic Pathways are foundational courses for all career-related pathways and aligned occupations

Career Cluster – a broad grouping of occupations with common knowledge and skills for the purpose of organizing educational and curricular programs; Georgia recognizes 16 national career clusters plus Energy with Georgia specific aligned pathways based on business and industry recommendation

Career, Technical and Agricultural Education Pathways – a graduate who completes a series of three or four specified courses in a CTAE-approved pathway leading to a possible industry-recognized credential

Fine Arts Pathways – a graduate who completes a series of three courses in any one of the following areas: visual arts, theatre, dance, music or journalism; local schools, particularly schools with performing arts magnet programs, may determine special sequences, prerequisites, audition requirements, and additional coursework necessary to satisfy the goals of their individual programs

Student Plan of Study – a visual tool to assist counselors, students and their families with the educational and career-planning process, which includes both academic and technical knowledge and skills as well as possible opportunities for earning college credit while in high school

World Languages Pathway – a graduate who completes a sequence of three courses in one world language

### **Student Plan of Study Guidance Introduction:**

The Georgia Department of Education Student Plan of Study documents are located on the Georgia Department of Education website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>. In response to House Bill 186 (2011), in which the Georgia Department of Education was directed by the Georgia General Assembly to align focused programs of study with the National 16 Career Clusters, these documents provide a model by which students can define and enhance their career-related choices based on recommended coursework. Coupled with on-going student advisement, the Plan of Study document can assist students and their families with high school course selections, development of an individual graduation plan by the end of 8<sup>th</sup> grade, postsecondary planning, as well as other college and career planning options and decisions.

**Description:**

The Student Plan of Study documents provide the opportunity for local systems customization to include additional coursework or other pertinent information specific to the individual system or school. The Student Plan of Study document contains the following:

- recommended coursework, based on the current [graduation rule](#), related to a specific career pathway (CTAE, advanced academics, fine arts, world language) as part of the student's individual graduation plan,
- pathway criteria for students selecting an advanced academic, CTAE, fine arts, or world language pathway depending on the focus of the individual graduation plan,
- career-related labor market information that includes annual wage, entry-level of education needed, and annual openings about three specific occupations in the national pathway framework,
- available credentialing opportunities or associated assessments at the secondary level (see appendix),
- a labor market description of the pathway, and
- important postsecondary transitional information that includes college admission's testing and dual enrollment opportunities.

**Possible Outcomes:**

When this document is utilized effectively, the following outcomes may include:

- improved student achievement,
- development of a highly-skilled and educated workforce that contributes to economic prosperity for the individual and the workforce needs of the region/state/nation/world,
- increased number of students entering postsecondary education without the need for remedial studies,
- increased number of students who graduate from high school in four years,
- assistance with the implementation of a comprehensive, systematic, K-16 career-planning process,
- increased number of pathway completers,
- increased awareness of the connection between education and work,
- increased number of students receiving a national industry-recognized credential, and
- better and more informed educational and career planning decision-making for students and their families.

**Utilization:**

Local systems may utilize the document as the following:

- a delivery document, when coupled with career-related information and activities, for educational and career-related advisement in a 6-12 teacher-as-advisor (TAA) program,
- a visual and conversational tool between counselors and/or advisors, parents and students,
- a transitional tool for students and their families moving from middle to high school,
- a section of local school course catalogs, local school web sites, student career-planning booklets,
- an informational bulletin board that includes additional pathway information at the middle and high school,
- an instructional tool in related coursework,

- a career guidance/advisement tool for professional school counselors during on-going individual career counseling or group guidance, and
- a “Take One” item in a career or counseling center.

**Additional information that may impact on-going advisement:**

- Students who select an advanced academic, fine arts, or world language pathway should consider additional coursework in a career-related pathway. For example, students who select Science or Math should consider coursework in pathways aligned with the Science, Technology, Engineering and Math career cluster/pathways.
- Local systems should make every effort to meet a student’s plan of study utilizing Georgia Virtual School Program and/or dual enrollment opportunities.
- The Student Plan of Study would be initiated at the middle school level as students prepare to create the Individual Graduation Plan (IGP) and continue their transition to high school. This document should never negate the student’s responsibility or the school’s responsibility to assist in development of the individual graduation plan. The act of developing the plan ensures or helps to establish the students’ responsibility for their education.
- The document is not the answer to all questions regarding educational and career planning, nor will the document provide all of the information needed to prepare for college admissions, secure financial aid, and understand military and registered apprenticeship opportunities. On-going advisement is essential to a student’s academic success and career planning.
- Students may take multiple pathways beginning in the freshman year.
- The second and third courses for Career, Technical and Agricultural pathways are proposed and may change as the courses are developed and finalized with approval by the State Board of Education. As courses are approved, the document will be updated to reflect the new courses and course numbers.

**Related Academic Development and Career Development American School Counselor Student Standards:**

- A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities
- A:C1.3 Understand the relationship between learning and work
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
- C:A1.7 Understand the importance of planning
- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career plans
- C:B2.4 Select course work that is related to career interests

**Related Educational and Career Management National Career Development Guidelines:**

- ED 1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED 1.K7 Recognize that your educational achievement and performance can lead to many workplace options
- ED 1.A7 Show how your educational achievement and performance can expand your workplace options
- ED 2.K5 Identify types of ongoing learning experiences available to you  
Related Educational and Career Management National Career Development Guidelines (continued):  
(e.g., two- and four-year colleges, technical schools, apprenticeships, the military online courses, and on-the-job training)
- ED 2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs)
- CM 1.K1 Recognize that career planning to attain your career goals is a life-long process
- CM1.A2 Develop a career plan to meet your career goals
- CM1.R2 Analyze your career plan and make adjustments to reflect ongoing career management
- CM1.R3 Re-examine (on-going advisement) your career goals and adjust as needed
- CM3.K1 Describe the importance of career information to your career planning
- CM3.A1 Show how career information has been important in your plans and how it can be used in future plans
- CM3.K4 Identify several ways to classify occupations
- CM3.A4 Give examples of how occupational classification systems can be used in career planning
- CM3.R4 Assess which occupational classification system is most helpful to your career planning

**For questions, please contact Dr. Myrel Seigler, Program Manager for School Counselors, at [mseigler@doe.k12.ga.us](mailto:mseigler@doe.k12.ga.us) or 404-657-8324.**

## Appendix

**Student Assessments** – All students take the Georgia High School Writing Test.

### Advanced Academic Pathway

- English/Language Arts students are assessed by Advanced Placement Exams, International Baccalaureate Exams, End-of-Course-Test (EOCT) in 9th grade English/Language Arts and American Literature
- Mathematics students are assessed by Advanced Placement Exams International Baccalaureate Exams, and End-of-Course-Test (EOCT) in Mathematics I: Algebra/Geometry/Statistics, Mathematics II: Geometry/Algebra II/Statistics, GPS Algebra, GPS Geometry and Coordinate Algebra (CCGPS beginning Winter 2012)
- Science students are assessed by Advanced Placement Exams, International Baccalaureate Exams, End-of-Course-Test (EOCT) in Biology and Physical Science
- Social Studies students are assessed by Advanced Placement Exams, International Baccalaureate Exams End-of-Course-Test (EOCT) in United States History and Economics/Business/Free Enterprise

Career, Technical & Agricultural Education - Student will have the opportunity to take an aligned Georgia defined and industry-certified end-of-pathway assessment to measure technical skill attainment.

Fine Arts – Currently no assessments have been identified for this pathway. However, students will have multiple opportunities to participate in competitive events based on their knowledge and skills.

World Languages - Students may take multiple world language assessments.

### Industry-Recognized World Languages Assessments

Name of Assessment	Testing Organization	Passing Score	Ratings Scale
Advanced Placement Test (AP)	College Board	3 or higher	College Board
International Baccalaureate (IB):	International Baccalaureate	4 or higher on HL	International Baccalaureate
Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)	Language Testing International	Intermediate Mid or higher in speaking and writing	ACTFL Performance Guidelines
Standards-Based Measurement of Proficiency (STAMP) test	Avant Assessments	Level 5 or higher	STAMP
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	Language Testing International	Intermediate mid or higher in speaking, listening, reading and writing	ACTFL Performance Guidelines
ACTFL Latin Interpretive Reading Assessment (ALIRA)	Language Testing International	Intermediate 1 or higher	ACTFL Performance Guidelines

**Industry-Recognized Language Proficiency Assessments Offered Through International Partners**

<b>Name of Assessment</b>	<b>Test Organization</b>	<b>Passing Score</b>	<b>Rating Scale</b>
Diplomas of Spanish as a Foreign Language (DELF)	Cervantes Institute	B1	Common European Framework for Reference for Languages (CEFR)
Deutsches Sprachdiplom (DSD) German Language Diploma	German Educational Ministers Office	DSD Level 1	Common European Framework for Reference for Languages (CEFR)
Diplôme d'études en langue française (DELF) French Language Diploma	International Centre for French Studies	Level B1 in speaking, listening, reading and writing.	Common European Framework for Reference for Languages (CEFR)
Youth Chinese Test (YCT)	Hanban	Level 4	Chinese Language Proficiency Scales for Speakers of Other languages (CLPS)
Chinese Proficiency Test (HSK)	Hanban	Level 3	Chinese Language Proficiency Scales for Speakers of Other languages (CLPS)