



Your future
awaits you!



Course Catalog for
Special Needs Students
2009-2010



Student Name: _____
School: _____

District Information

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Columbia High School

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Jeanne Stiglbauer, Principal

Eau Claire High School

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Columbia, SC 29203
Telephone (803) 735-7600, Fax (803) 735-7629
Rodney C. Zimmerman, Principal

Heyward Career & Technology Center

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Columbia, SC 29204
Telephone (803) 735-3343, Fax (803) 691-4253
Sherry Rivers, Principal

Keenan High School

361 Pisgah Church Road
Columbia, SC 29203
Telephone (803) 714-2500, Fax (803) 714-2593
Dr. Steve Wilson, Principal

Lower Richland High School

2615 Lower Richland Blvd.
Hopkins, SC 29061
Telephone (803) 695-3000, Fax (803) 695-3062
Marvin Byers, Principal

Olympia Learning Center

621 Bluff Road
Columbia SC 29201
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Nathan White, Principal

District Overview

Richland County School District One seeks to offer our students educational opportunities in a personalized environment that promotes learning. The goal of the district is to prepare students for a 21st century and life-long learning. In order to accomplish this goal, Richland County School District One provides a challenging and relevant curriculum. The curriculum includes clusters of study, majors and an Individual Graduation Plan (IGP).

Clusters of study are broad, educational pathways. A major is designed to focus on an area of interest; although students are never locked into a specific cluster or major. An IGP is designed in consideration of success with prior course work, assessments and teacher recommendations.

Mission Statement

Richland One will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high quality education.

Strategic Objectives

- Every student will demonstrate mastery of academic standards
- Every student will demonstrate good citizenship within the school and community
- Every student will graduate prepared to enter higher education or the workforce

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Commencement Exercises

Special education students who meet all the requirements of the Individualized Education Plan (IEP) but have not met the requirements for the South Carolina High School Diploma are allowed to participate in the commencement exercises and receive a certificate of achievement. All special education students should meet with their IEP teams to discuss the requirements for this certificate of achievement.

Promotion and Retention

In order to comply with state law and ensure continuous and appropriate progress, students are promoted or retained in grade classification based on meeting IEP requirements.

Attendance

Student attendance laws require that students are present a minimum number of days and receive a passing grade in the course to earn credit:

- 45-day course-must attend 42 days
- 90-day course-must attend 85 days
- 180-day course-must attend 170 days

Students who exceed the approved limits for unexcused absences do not receive credit in the course.

Course Registration Process

The Curriculum Guide has been carefully prepared for self-contained non-diploma students and their parents. Please review this information carefully. Students will receive advisement from an IEP team and counselors to help them make appropriate selections.

Course Registration

During the registration process, students are afforded an opportunity to:

- Participate in individual advisement
- Review course offerings in the course catalog
- Sign a waiver if a student and his/her parent(s) disagree with the school's recommended course(s)

Proposed Registration Timeline

February 20, 2009

Distribute verification
9-12 students.

May 25, 2009

Mail final schedules home.

Interscholastic Activities

Interscholastic Competitive (Co-Curricular) activities are school-sponsored activities that result in the presentation of a rating, trophy, or award. Visual and performing arts students participating in graded experiences outside of class are not included.

Eligibility

A student must not have received a high school diploma. If a student turns 19 years of age before July 1 of the upcoming school year he/she is not eligible.

Specific requirements for academic eligibility are as follows:

1. To participate in interscholastic activities, students in grades six through twelve must have a 2.00 Grade Point Average (GPA/77) in all courses in which the student was enrolled in the proceeding semester.
2. Students must satisfy eligibility requirements in the semester preceding participation.
 - a. First semester eligibility is determined by using the final grades earned during the previous year.
 - a. Credits earned in a summer school approved by the South Carolina Department of Education may apply to first semester eligibility. A maximum of two courses per year may be used.
 - b. Second semester eligibility is determined by using the semester grade for courses taken during the first semester.
3. Special Education students:
 - b. Students identified as special needs and are being served in a non-diploma program shall be considered eligible for participation in interscholastic activities if he/she is successfully meeting the requirements of his/her Individualized Education Plan (IEP).
 - c. Students identified as special needs and are being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in interscholastic activities.

Academic deficiencies may not be made up through enrollment in extension or correspondence schools or adult education programs.

Curriculum Framework

Overview

South Carolina high school students face many challenges—higher graduation standards, increasing college entrance requirements and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate lifelong learners.

A framework for curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education and engaging instructional strategies designed to help students learn important concepts and ideas at depth. The curriculum framework used by Richland One includes a rigorous curriculum design and a requirement of the Education and Economic Development Act (EEDA) that began during 2006-07. The curriculum framework required each eighth grade student develop a challenging Individual Graduation Plan (IGP).

Working with their parents, counselors and teachers, students develop plans that include academic as well as professional-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace.

Richland One provides a comprehensive curriculum to address the individual needs of all students. The framework design allows for an integrated, multidimensional approach to planning that helps students become successful learners for high school and beyond. The framework provides structure for planning and communicating high expectations.

FRAMEWORK DESIGN

A comprehensive curriculum framework includes the following elements:

- Clusters of Study
- Majors for each Cluster of Study
- Individual Graduation Plan (IGP)
- Template for cluster and major

CLUSTERS

A **Cluster of Study** is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of Study provide a way to organize and tailor coursework and learning experiences

around areas of interests. Clusters of Study are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce. The United States Department of Education (USDE) has developed 16 national clusters of study as a means of organizing the curriculum. The Secondary Curriculum Framework for Richland School District One is designed around many of these 16 clusters.

Agriculture, Food and Natural Resources

This diverse career cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plants.

Architecture and Construction

This career cluster prepares learners for career in designing, planning, managing, building and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

Business Management and Administration

The Business, Management and Administration Career Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Hospitality and Tourism

The Hospitality and Tourism Career Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services. Hospitality operations are located in communities throughout the world.

Human Services

This diverse career cluster prepares individuals for employment in career majors related to families and human needs.

Manufacturing

This career cluster prepares learners for careers in planning, managing, and performing the processing of materials.

Marketing Sales and Service

This diverse career cluster prepares learners for careers in planning, managing, and performing marketing service activities to reach organizational objectives.

Transportation, Distribution and Logistics

This career cluster exposes learners to careers and businesses involved in the planning, management, and movement of people, materials, and goods by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistics services and the maintenance of mobile equipment and facilities.

MAJORS

Richland One offers several **majors** within each Cluster of Study. A major consists of the completion of at least four required units of study in that area. It is recommended that students take at least one course at the highest level offered. A major is designed to enable students to focus on an area of interest that motivates them to stay in school, to be better prepared for post-secondary choices and/or the workplace, and to make a smooth transition to post-secondary education and/or the workplace. Each student who completes the requirements for a major will receive a special recognition at graduation.

Choosing a Cluster of Study and a major requires a student to assess interests and skills, then select coursework to achieve his or her academic goals while exploring a professional goal. In the spring of eighth grade, during an individual planning conference with a school counselor, the student and his/her parent(s), select at least one of the 16 clusters to explore, the goal being to select a major by the end of 10th grade.

Students are never locked into a specific cluster or major. Students can change majors if their professional interest change, they can use the curriculum framework, with clusters of study and majors, and career assessment information in making these decisions. A completed major is not a requirement for graduation.

MAJORS IN EACH CLUSTER

Richland County School District One will follow a curriculum that is aligned with the state content standards and organized around a key cluster system that provides students with both strong academics and real-world problem solving skills. Students will be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities.

Many of the clusters and majors are offered in conjunction with Heyward Career and Technology Center

Agriculture, Food and Natural Resources
Food Product and Processing Systems

Power, Structure and Technical Systems

Architecture and Construction
Construction
Design/Pre-Construction

Business, Management and Administration
Administrative Services
Business Information Management
General Management
Operations Management

Hospitality and Tourism
Recreation, Amusements and Attractions
Restaurants and Food/Beverage Services

Human Services/Family and Consumer Sciences
Consumer Services
Family and Community Services/Counseling and Mental Health Services
Food, Nutrition and Wellness
Personal Care Services

Manufacturing
Production

Marketing, Sales and Service
Marketing Communications
Marketing Management
Merchandising

Transportation, Distribution and Logistics
Facility and Mobile Equipment Maintenance

INDIVIDUAL GRADUATION PLAN (IGP)

An IGP consists of the state high school graduation requirements and/or college entrance requirements. In addition, course recommendations for successful completion of a major that aligns to post-secondary education and the workplace are included.

The purpose of the IGP is to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is part of the career planner. It builds on the coursework, assessments and counseling in the middle and high school. The IGP is not intended to reflect all aspects of the high school experience.

Developing the IGP

School counselors begin working with students regarding interests, Clusters of Study, majors, post-secondary choices and high school options through individual

and group counseling in the sixth grade. This includes information on academic and professional goals, career activities and access to career resources. Teacher and parental involvement throughout this process is vital.

Sixth Grade

- Students complete a career interest inventory.
- Students participate in career exploration activities.

Seventh Grade

- Students continue career exploration activities.

Eighth Grade

- Beginning school year 2006-2007, students chose a Cluster of Study they would like to explore
- Working with parents, counselors and teachers, students begin developing an IGP to include academic as well as profession-related courses.

Ninth Grade

- Students explore the selected career cluster.
- Students review and update their IGP developed in the eighth grade.
- Students begin to explore post-secondary opportunities.

Tenth Grade

- Students declare a major by the end of the tenth grade.
- Students have the opportunity to participate in extended learning opportunities.
- Students review and update their IGP.

Eleventh Grade

- Students review and update their IGP with particular attention being given to post-secondary goals.
- Students have the opportunity to participate in extended learning opportunities.

Twelfth Grade

- Students complete requirements for a major.
- Students have the opportunity to participate in extended learning opportunities.

Apprenticeships allow students to work with experienced persons or mentors for three to four years while acquiring job-related training in a high school or postsecondary setting. Students gain a gradual progression of skills and wages through a structured program with recognized and portable credentials. (Additional course credit may be awarded.)

Cooperative Education allows students to combine classroom instruction with paid or non-paid work experience related to their occupational programs. (Additional course credit may be awarded.)

Mentoring allows students to attend class, work throughout the year with a professional in a chosen career, and receive ½ to 1 unit of credit. An original project describing the work experience is required.

Internships permit students to spend several days, weeks, or months at worksites related to their career choice(s).

Shadowing allows students to explore occupational choices through observing worksites.

Career and Technology Education Training allows students an opportunity to acquire hands-on experience while learning new skills.

Work-based Learning Opportunities

Students identified as special needs are provided opportunities to participate in work-based learning activities. The work-based learning activities are varied and students are encouraged to carefully consider work-based learning options and discuss these options during their annual IEP meeting. Work-based learning transition opportunities include but are not limited to the following:

Templates

Richland County School District One

Cluster of Study: Agriculture, Food, and Natural Resources

Major: Power, Structural and Technical Systems

Required Core for Graduation	SAMPLE CORE CHOICES			
	<i>For additional college entrance requirements, refer to the college of your choice.</i>			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English III	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Lawn, Garden and Gifts Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Gardener Lawn Service Technician/Helper Plant Nursery Assistant Small Engine Technician/Helper				

Richland County School District One

Cluster of Study: Architecture and Construction

Major: Construction

Required Core for Graduation	SAMPLE CORE CHOICES			
	<i>For additional college entrance requirements, refer to the college of your choice.</i>			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English II	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Construction Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Brick Mason Carpenter Construction Helper Laborer Painter				

Richland County School District One

Cluster of Study: Business Management and Administration

Major: Administrative Services

Required Core for Graduation	SAMPLE CORE CHOICES			
	<i>For additional college entrance requirements, refer to the college of your choice</i>			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English II	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Media Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Filing Clerk Office Assistant Receptionist Secretarial Assistant				

Richland County School District One

Cluster of Study: Hospitality and Tourism

Major: Restaurant and Food/Beverage Services

Required Core for Graduation	SAMPLE CORE CHOICES			
	<i>For additional college entrance requirements, refer to the college of your choice.</i>			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English III	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Creative Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Baker/Baker's Helper Banquet Server Bus Person Cook /Cook's Helper Dining room Attendant Dishwasher Host/Hostess Kitchen Assistant Seamstress/Seamstress Assistant Waiter/Waitress				

Richland County School District One

Cluster of Study: Human Services

Major: Personal Care Services

Required Core for Graduation	SAMPLE CORE CHOICES			
	For additional college entrance requirements, refer to the college of your choice.			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English III	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)		Complementary Coursework		Extended Learning Opportunity Options Related to Major
Creative Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise		Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training
Professional Opportunities upon Graduation				
High School Diploma		2-Year Associate Degree		4-Year Degree & Higher
Housekeeper Presser Shop Assistant				

Richland County School District One

Cluster of Study: Marketing, Sales and Service

Major: Merchandising

Required Core for Graduation	SAMPLE CORE CHOICES			
	For additional college entrance requirements, refer to the college of your choice.			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English III	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Media Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Cashier Clerk Sales Associate Visual Display Artist				

Richland County School District One

Cluster of Study: Manufacturing

Major: Production

Required Core for Graduation	SAMPLE CORE CHOICES			
	<i>For additional college entrance requirements, refer to the college of your choice.</i>			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English III	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Automotive and Welding Enterprises Practical Assessment Exploration System (PAES--Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Assembler Production Worker Shop Assistant Welder/Welder's Helper				

Richland County School District One

Cluster of Study: Transportation, Distribution and Logistics

Major: Factory and Mobile Equipment Maintenance

Required Core for Graduation	SAMPLE CORE CHOICES			
	For additional college entrance requirements, refer to the college of your choice.			
	9	10	11	12
English* Four Units	Self Contained English I	Self Contained English II	Self Contained English III	Self Contained English IV
Math* Four Units	Self Contained Mathematics I	Self Contained Mathematics II	Self Contained Mathematics III	Self Contained Mathematics IV
Science* Three Units	Physical Science or Self Contained Science I	Physical Science or Self Contained Science II	Self Contained Science III	Self Contained Science IV
Social Studies* Three Units	Self Contained Social Studies I	Self Contained Social Studies II	Self Contained Social Studies III	Self Contained Social Studies IV
Additional State Requirements	Meet all requirements in the IEP including Transition		Physical Science must be taken in the 9th or 10th grade	
Local Graduation Requirements				
+Required Courses for Major (Minimum of four credits required)	Complementary Coursework		Extended Learning Opportunity Options Related to Major	
Automotive and Welding Enterprises Practical Assessment Exploration System (PAES--for Ninth Graders only) or one other school-based enterprise	Fundamental Domain Community Domain Vocational Domain Domestic Domain Recreation/Leisure Domain SC Life Skills/Transition <i>All Visual and Performing Arts, Foreign Language and ROTC complement all majors</i>		Job Shadowing Cooperative Education Internship Part-time Employment Career and Technology Education Training	
Professional Opportunities upon Graduation				
High School Diploma	2-Year Associate Degree		4-Year Degree & Higher	
Automotive Collision Repair Helper Automotive Glass Installer Mechanic's Helper Shop Assistant Tire and Lube Worker				

Course Descriptions

This course catalog includes courses available for all special education students – resource and self-contained. Students are assigned courses based on information in the Individualized Education Plan (IEP). Teachers and guidance counselors need to collaborate to ensure that special education students enroll in the appropriate courses.

Richland One Works (ROW)

Course Title: Automotive and Welding Enterprises
Career Cluster(s): Transportation, Distribution and Logistics
Manufacturing
Recommended Grade: 10th - 12th
Prerequisite: IEP Recommendation
Credit: 2 Units (Certificate Credit Only)

Course Number:
59010109TMDSC 59060109VISC
59020109EMDSC 59070109HISC
59030109LDSC 59120109TBISC
59040109EDSC 59130109AUTSC
59050109ODSC 59140109OHISC

This course is designed for students with special needs who are enrolled in courses leading to a district certificate. Objectives and criteria for determining successful completion for credit are written in the student's IEP. This course offers basic skills instruction in the areas of Small Engines, Automotive Collision, Automotive Service, and Welding. Students will receive instruction on small engine repair, automotive body repair, preventative automotive maintenance, and fundamental welding techniques. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

Course Title: Construction Enterprises
Career Cluster: Architecture and Construction
Recommended Grade: 10th – 12th
Prerequisite: IEP Recommendation
Credit: 2 Units (Certificate Credit Only)

Course Number:
59010209TMDSC 59060209VISC
59020209EMDSC 59070209HISC
59030209LDSC 59120209TBISC
59040209EDSC 59130209AUTSC
59050209ODSC 59140209OHISC

This course is designed for students with special needs who are enrolled in courses leading to a district certificate. Objectives and criteria for determining successful completion are written in the student's IEP. This course is designed to prepare students for entry-level jobs in the construction industry. It will provide students real-life experiences in carpentry and masonry. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

Course Title: Creative Enterprises
Career Cluster(s): Hospitality and Tourism
Human Services
Recommended Grade: 10th – 12th
Prerequisite: IEP Recommendation
Credit: 2 Units (Certificate Credit Only)

Course Number:
59010309TMDSC 59060309VISC
59020309EMDSC 59070309HISC
59030309LDSC 59120309TBISC
59040309EDSC 59130309AUTSC
59050309ODSC 59140309OHISC

This course is designed for students with special needs who are enrolled in courses leading to a district certificate. Objectives and criteria for determining successful completion for credit are written in the student's IEP. This course is designed to provide instruction to students in the areas of food service, needlework, embroidery, gifts and jewelry creation. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

Course Title: Lawn, Garden and Gifts Enterprises
Career Cluster: Agriculture, Food and Natural Resources
Grade: 10th– 12th
Prerequisite: IEP Recommendation
Credit: 2 Units (Certificate Credit Only)

Course Number:
59010409TMDSC 59060409VISC
59020409EMDSC 59070409HISC
59030409LDSC 59120409TBISC
59040409EDSC 59130409AUTSC
59050409ODSC 59140409OHISC

This course is designed for students with special needs who are enrolled in courses leading to a district certificate. Objectives and criteria for determining successful completion are written in the student's IEP. This course is designed to provide students an opportunity to acquire basic skills in the areas of small engine repair and maintenance, plant care, and gift creation. This course will provide hands-on skills in lawn mower maintenance such as changing oil/filters and repairing rewind starters. Classroom and laboratory instruction will include the theory of small engine operation and design. Students will receive instruction on growing plants, making specialty gift items and molding ceramic products. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

Course Title: Media Enterprises
Career Cluster: Business, Management and Administration
Grade: 10th – 12th
Prerequisite: IEP Recommendation
Credit: 2 Units (Certificate Credit Only)

Course Number:
59010509TMDSC 59060509VISC
59020509EMDSC 59070509HISC
59030509LDSC 59120509TBISC
59040509EDSC 59130509AUTS
59050509ODSC 59140509OHISC

This course is designed for students with special needs who are enrolled in courses leading to a district certificate. Objectives and criteria for determining successful completion are written in the student's IEP. This course is designed to provide students an opportunity to acquire basic skills in the areas of keyboarding, screen printing, making copies, and preparing mailers. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

Course Title: Practical Assessment Exploration System (PAES)
Career Cluster(s): Architecture and Construction
Business, Management and Administration
Hospitality and Tourism
Human Services
Marketing, Sales and Service
Grade: 9th
Prerequisite: IEP Recommendation
Credit: 2 Units (Certificate Credit Only)

Course Number:
59010609TMDSC 59060609VISC
59020609EMDSC 59070609HISC
59030609LDSC 59120609TBISC
59040609EDSC 59130609AUTSC
59050609ODSC 59140609OHISC

This course is designed for ninth grade students with special needs who are enrolled in courses leading to a district certificate. Objectives and criteria for determining successful completion are written in the student's IEP. The Practical Assessment Exploration System (PAES) provides transition planning and offers students opportunities to explore a wide range of skill-development activities. Students will explore the areas of Business/Marketing, Family Consumer Science, and Industrial Technology Education. PAES is a comprehensive curriculum that provides students with knowledge relevant to their lives through career exploration, training, and work behavior development. Safety will be stressed in all areas of the course.

Course Title: VICTORY Works
Recommended Grade: 12th Plus
Prerequisite: IEP Recommendation
Credit: 4 Units (Certificate Credit Only)

Course Number: 59020709EMDSC 59070709HISC
59030709LDSC 59120709TBISC
59040709EDSC 59130709AUTSC
59050709ODSC 59140709OHISC
59060709VISC

VICTORY Works serves students with special needs between the ages of 18 and 21 and prepares them for successful transition from school to post-school activities. The program goals include: development of independent living skills; educational opportunities in the school and community; job-training activities in the school and community; and individual work experiences as appropriate. Safety will be stressed in all activities of the program.

Special Education Courses

Course Title: Fundamental Domain I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 credit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39000009PMDSC	39000209PMDSC	39000409PMDSC	39000609PMDSC
39010009TMDSC	39010209TMDSC	39010409TMDSC	39010609TMDSC
39020009EMDSC	39020209EMDSC	39020409EMDSC	39020609EMDSC

This course is designed for self-contained education students following the Community/Vocational Curriculum. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Community Domain I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 credit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39000809PMDSC	39001009PMDSC	39001209PMDSC	39001409PMDSC
39010809TMDSC	39011009TMDSC	39011209TMDSC	39011409TMDSC
39020809EMDSC	39021009EMDSC	39021209EMDSC	39021409EMDSC

This course is designed for self-contained special education students following the Community/Vocational Curriculum. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Vocational Domain I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39001609PMDSC	39001809PMDSC	39002009PMDSC	39002209PMDSC
39011609TMDSC	39011809TMDSC	39012009TMDSC	39012209TMDSC
39021609EMDSC	39021809EMDSC	39022009EMDSC	39022209EMDSC

This course is designed for self-contained special education students following the Community/Vocational Curriculum. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Domestic Domain I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39003209PMDSC	39003409PMDSC	39003609PMDSC	39003809PMDSC
39013209TMDSC	39013409TMDSC	39013609TMDSC	39013809TMDSC
39023209EMDSC	39023409EMDSC	39023609EMDSC	39023809EMDSC

This course is designed for self-contained special education students following the Community/Vocational Curriculum. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Recreation/Leisure Domain I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39002409TMDSC	39002609PMDSC	39002809PMDSC	39003009PMDSC
39012409MDSC	39012609TMDSC	39012809TMDSC	39013009TMDSC
39022409EMDSC	39022609EMDSC	39022809EMDSC	39023009EMDSC

This course is designed for self-contained special education students following the Community/Vocational Curriculum. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: SC Special Program Elective Reading I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39020000EMDSC	39020200EMDSC	39020400EMDSC	39026000EMDSC
39030000LDSC	39030200LDSC	39030400LDSC	39036000LDSC
39040000EDSC	39040200EDSC	39040400EDSC	39046000EDSC
39050000ODSC	39050200ODSC	39050400ODSC	39056000ODSC
39060000VISC	39060200VISC	39060400VISC	39066000VISC
39070000HISC	39070200HISC	39070400HISC	390706000HISC
3912000TBISC	39120200TBISC	39120400TBISC	3912600TBISC
39130000AUTSC	39130200AUTSC	39130400AUTSC	39136000AUTSC
39140000OHISC	39140200OHISC	39140400OHISC	39146000OHISC

This course is designed for self-contained special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Self-Contained English I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39022800EMDSC	39023000EMDSC	390232000EMDSC	39023400EMDSC
39032800LDSC	39033000LDSC	390332000LDSC	39033400LDSC
39042800EDSC	39043000EDSC	390432000EDSC	39043400EDSC
39052800ODSC	39053000ODSC	390532000ODSC	39053400ODSC
39062800VISC	39063000VISC	390632000VISC	39063400VISC
39072800HISC	39073000HISC	390732000HISC	39073400HISC
39122800TBISC	39123000TBISC	39123200TBISC	39123400TBISC
39132822AUTSC	3913000AUTSC	39133200AUTSC	39133400AUTSC
39142800OHISC	39143000OHISC	391432000OHISC	39143400OHISC

This course is designed for self-contained special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Self-Contained Mathematics I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Numbers:

Level I	Level II	Level III	Level IV
39023601EMDSC	39023801EMDSC	39024010EMDSC	39024201EMDSC
39033601LDSC	39033801LDSC	39034010LDSC	39034201LDSC
39043601EDSC	39043801EDSC	39044010EDSC	39044201EDSC
39053601ODSC	39053801ODSC	39054010ODSC	39054201ODSC
39063601VISC	39063801VISC	39064010VISC	39064201VISC
39073601HISC	39073801HISC	39074010HISC	39074201HISC
39123601TBISC	39123801TBISC	39124001TBISC	39124201TBISC
39133601AUTSC	39133801AUTSC	39134001AUTSC	39134201AUTSC
39143601OHISC	39143801OHISC	39144001OHISC	39144201OHISC

This course is designed for self-contained special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Self-Contained Science I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39024402EMDSC	39024602EMDSC	39024802EMDSC	39025002EMDSC
39034402LDSC	39034602LDSC	39034802LDSC	39035002LDSC
39044402EDSC	39044602EDSC	39044802EDSC	39045002EDSC
39054402ODSC	39054602ODSC	39054802ODSC	39055002ODSC
39064402VISC	39064602VISC	39064802VISC	39065002VISC
39074402HISC	39074602HISC	39074802HISC	39075002HISC
39124402TBISC	39124602TBISC	39124802TBISC	39125002TBISC
39134402AUTSC	39134602AUTSC	39134802AUTSC	39135002AUTSC
39144402OHISC	39144602OHISC	39144802OHISC	39145002OHISC

This course is designed for self-contained special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: Self-Contained Social Studies I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39028403EMDSC	39028603EMDSC	39028803EMDSC	39029003EMDSC
39038403LDSC	39038603LDSC	39038803LDSC	39039003LDSC
39048403EDSC	39048603EDSC	39048803EDSC	39049003EDSC
39058403ODSC	39058603ODSC	39058803ODSC	39059003ODSC
39068403VISC	39068603VISC	39068803VISC	39069003VISC
39078403HISC	39078603HISC	39078803HISC	39079003HISC
39128403TBISC	39128603TBISC	39128803TBISC	39129003TBISC
39138403AUTSC	39138603AUTSC	39138803AUTSC	39139003AUTSC
39148403OHISC	39148603OHISC	39148803OHISC	39149003OHISC

This course is designed for self-contained special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: SC Life Skills/Transition I-IV
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39020909EMDSC	39020009EMDSC	39021109EMDSC	39020209EMDSC
39030909LDSC	39031009LDSC	39031109LDSC	39031209LDSC
39040909EDSC	39041009EDSC	39041109EDSC	39041209EDSC
39050909ODSC	39051009ODSC	39051109ODSC	39051209ODSC
39060909VISC	39061009VISC	39061109VISC	39061209VISC
39070909HISC	39071009HISC	39071109HISC	39071209HISC
39120909TBISC	39121009TBISC	39121109TBISC	39121209TBISC
39130909AUTSC	39131009AUTSC	39131109AUTSC	39131209AUTSC
39140909OHISC	39141009OHISC	39141109OHISC	39141209OHISC

This course is designed for self-contained special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

Course Title: SC Program Elective Support I-IV (Elective)
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit (Certificate Credit Only)

Course Number:

Level I	Level II	Level III	Level IV
39025109EMDSC	39020509EMDSC	39020709EMDSC	39021309EMDSC
39035109LDSC	39030509LDSC	39030709LDSC	39031309LDSC
39045109EDSC	39040509EDSC	39040709EDSC	39041309EDSC
39055109ODSC	39050509ODSC	39050709ODSC	39051309ODSC
39065109VISC	39060509VISC	39060709VISC	39061309VISC
39075109HISC	39070509HISC	39070709HISC	39071309HISC
39125109TBISC	39120509TBISC	39120709TBISC	39120609TBISC
39135109AUTSC	39130509AUTSC	39130709AUTSC	39130609AUTSC
39145109OHISC	39140509OHISC	39140709OHISC	39140609OHISC

This course is designed for special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

The purpose of the course is to assist self-contained students to enhance study and research skills necessary to succeed in the general education classroom.

Course Title: RR Special Program Elective Support I-IV (Elective)
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit

Course Number:

Level I	Level II	Level III	Level IV
39OR51CW	39OR52CW	39OR54CW	39OR56CW

This course is designed for special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

The purpose of this course is to assist students in enhancing study and research skills necessary to be successful in the general education class.

Course Title: RR English Support I-IV (Elective)
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit

Course Number:

Level I	Level II	Level III	Level IV
39OR28CW	39OR30CW	39OR32CW	39OR34CW

This course is designed for special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

The purpose of this course is to assist students by enhancing skills in the area of English in order to be successful in the general education class.

Course Title: RR Mathematics Support I-IV (Elective)
Grades: 9-12
Prerequisite: IEP Recommendation
Credit: 1 unit

Course Number:

Level I	Level II	Level III	Level IV
39OR38CW	39OR40CW	39OR42CW	39OR44CW

This course is designed for special education students. Objectives for the course and the criteria for determining successful completion for credit are written in the student's IEP. Instruction must occur in the special education class.

The purpose of this course is to assist students by enhancing skills in the area of mathematics in order to be successful in the general education class.