<table>
<thead>
<tr>
<th>Columbia High Capitals</th>
<th>Dreher Blue Devils</th>
<th>Eau Claire Shamrocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC Flora Falcons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.A. Johnson Green Hornets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heyward Career &amp; Technology Center</td>
<td></td>
<td>W.J. Keenan Raiders</td>
</tr>
<tr>
<td>Lower Richland Hornets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-2019
This course catalog is provided as information for students, parents, and District staff who are involved in planning programs studies for students. The District does not warrant that this course catalog is free of errors or omissions. The District reserves the right to correct errors or omissions in this catalog at the time the errors or omissions are discovered and to adjust school and student records, including grade reports, transcripts, and the calculation of student grade point averages and ranks in class, to reflect those corrections. Use of this course catalog does not create or constitute a contract between any user and the District.

August 30, 2017

Changes to the Document by Date

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25/2018</td>
<td>Added 7 new courses to the offerings for the Virtual School Program</td>
</tr>
<tr>
<td>1/26/2018</td>
<td>Added 6 new courses to the offerings for the Virtual School Program</td>
</tr>
<tr>
<td>2/2/2018</td>
<td>Added 3 AVID courses in General Electives; add 3 dual-enrollment courses for Heyward</td>
</tr>
<tr>
<td>2/5/2018</td>
<td>Remove 1 dual-enrollment course from tentative list</td>
</tr>
<tr>
<td>2/9/2018</td>
<td>Added 3 new courses to the offerings for the Virtual School Program; added several new dual-enrollment courses; grammar edits</td>
</tr>
<tr>
<td>2/10/2018</td>
<td>Grammar edits, reformatting font and style in general information section, format headers, etc.; credit recovery; content recovery; re-taking courses</td>
</tr>
<tr>
<td>2/11/2018</td>
<td>Format page layouts</td>
</tr>
<tr>
<td>2/12/2018</td>
<td>Verify course codes and titles</td>
</tr>
<tr>
<td>2/13/2018</td>
<td>Wording for items on page 11</td>
</tr>
<tr>
<td>2/14/2018</td>
<td>Edits to wording for credit recovery, retaking a course, content recovery, etc.</td>
</tr>
<tr>
<td>2/16/2018</td>
<td>Add the ROW courses</td>
</tr>
<tr>
<td>2/17/2018</td>
<td>Added Health Science Clinical Studies to Heyward courses; revised Health Science Clinical Studies for CA Johnson, Lower Richland</td>
</tr>
<tr>
<td>2/20/2018</td>
<td>Completed Table of Contents (page numbers)</td>
</tr>
<tr>
<td>2/26/2018</td>
<td>Replaced GSSM curriculum for Keenan High School; update Table of Contents</td>
</tr>
<tr>
<td>2/27/2018</td>
<td>Confirmed GSSM course codes for Keenan High School</td>
</tr>
<tr>
<td>2/28/2018</td>
<td>Corrected the spelling of ACCUPLACER in four MTC dual-enrollment course prerequisites; edit two GSSM courses for Keenan High School</td>
</tr>
<tr>
<td>3/20/2018</td>
<td>Two courses added for the IB Career Certificate to be offered only at Lower Richland High School; corrected course code for Guitar 3 H</td>
</tr>
<tr>
<td>3/29/2018</td>
<td>Review of new SBE computer science requirements</td>
</tr>
<tr>
<td>4/17/2018</td>
<td>Revise MTC prerequisites for PSY 201, SOC 101, CRJ 101, and in college planning guide to include ACCUPLACER.</td>
</tr>
<tr>
<td>4/17/2018</td>
<td>Added ART 101 and MUS 105 to dual enrollment courses offered.</td>
</tr>
<tr>
<td>5/10/2019</td>
<td>Added CHS to two AP Capstone courses.</td>
</tr>
<tr>
<td>5/17/2019</td>
<td>Updated Progression Charts for curriculum content at CP, H, AP, IB, and other levels</td>
</tr>
<tr>
<td>6/25/2019</td>
<td>Add AC Flora and Columbia High to AVID resources; added English 2 H for 9th graders who complete English 1 H before 9th grade</td>
</tr>
<tr>
<td>7/24/2019</td>
<td>Add Algebra Foundations/Intermediate information about credit and end-of-course test; revise course description for Cyber Security at Heyward</td>
</tr>
<tr>
<td>8/6/2018</td>
<td>Added course codes for specific student populations</td>
</tr>
<tr>
<td>8/18/2018</td>
<td>Update information in Appendix E</td>
</tr>
<tr>
<td>8/21/2018</td>
<td>Correction to course codes; rearrangement of tables with course codes</td>
</tr>
<tr>
<td>8/27/2018</td>
<td>New State Employability Credential: Resource course codes; cluster/major templates to Appendix H; progression charts to Appendix I; TOC</td>
</tr>
<tr>
<td>8/30/2018</td>
<td>IB TOK new course codes; PLTW course added</td>
</tr>
<tr>
<td>9/2/2018</td>
<td>Algebra 1 Honors for ninth grade; rearrange appendices; update cluster/major templates</td>
</tr>
<tr>
<td>9/28/2018</td>
<td>CATE course titles edited; WBL tables simplified; include consumer and career readiness courses; ROMC courses; IB course; Marching Band 1</td>
</tr>
<tr>
<td>10/19/2018</td>
<td>Dual-enrollment courses added</td>
</tr>
<tr>
<td>10/24/2018</td>
<td>Course code corrections; removal of Keyboarding as graduation requirement</td>
</tr>
<tr>
<td>11/1/2018</td>
<td>Reading Interventions added half-unit options</td>
</tr>
<tr>
<td>11/2/2018</td>
<td>Corrections to Reading Interventions course code</td>
</tr>
<tr>
<td>11/7/2018</td>
<td>Corrections to MAT 140 course code; NCAA credits prior to high school</td>
</tr>
<tr>
<td>1/3/2019</td>
<td>Update Board members</td>
</tr>
</tbody>
</table>
DISTRICT INFORMATION

Richland County School District One
1616 Richland Street
Columbia, SC 29201
Telephone (803) 231-7000
Fax (803) 231-7417
www.richlandone.org

Board of School Commissioners
Mr. Jamie Devine, Chairman, (803) 231-6985
Mr. Aaron Bishop, Vice Chairman, (803) 231-6984
Ms. Lila Anna Smalls, Secretary-Treasurer, (803) 231-7562
Ms. Yolanda Anderson, (803) 231-6987
Mr. Darrell Black, (803) 231-7561
Ms. Cheryl Harris, (803) 231-6981
Ms. Beatrice King, (803) 231-6986

Superintendent
Dr. Craig Witherspoon • (803) 231-7500

High Schools

A.C. Flora High School
1 Falcon Drive Columbia, SC 29204
Telephone (803) 738-7300
Fax (803) 738-7307
Susan Childs, Principal

C.A. Johnson High School
2219 Barhamville Road Columbia, SC 29204
Telephone (803) 253-7092
Fax (803) 929-3877
Dr. Veronica Scott, Principal

Columbia High School
1701 Westchester Drive
Columbia, SC 29210
Telephone (803) 731-8950
Fax (803) 731-8953
Shenequa Coles, Principal

Dreher High School
3319 Millwood Avenue
Columbia, SC 29205
Telephone (803) 253-7000
Fax (803) 253-7007
Jeanne Stiglbauer, Principal

Eau Claire High School
400 Monticello Road
Columbia, SC 29203
Telephone (803) 735-7600
Fax (803) 735-7629
Neshunda Walters, Principal

Keenan High School
361 Pisgah Church Road
Columbia, SC 29203
Telephone (803) 714-2500
Fax (803) 714-2593
Vondre’ Whaley, Principal

Lower Richland High School
2615 Lower Richland Blvd.
Hopkins, SC 29061
Telephone (803) 695-3000
Fax (803) 695-3062
Dr. Ericka Hursey, Principal

Heyward Career & Technology Center
3560 Lynhaven Drive
Columbia, SC 29204
Telephone (803) 735-3343
Fax (803) 691-4253
Dr. Sherry Rivers, Principal

Olympia Learning Center
621 Bluff Road
Columbia SC 29201
Telephone (803) 400-1650
Fax (803) 400-1700
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 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 IGP Success Planner. Clusters of study reflect broad grouping of occupations and industries that are further defined into career pathways. Career pathways include a number of majors, which are designed to focus on an area of interest. Students are never locked into a specific cluster, pathway, or major. An IGP Success Planner is designed in consideration of success with prior course work, assessments and teacher recommendations.

MISSION STATEMENT

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

STRATEGIC OBJECTIVES

• Students will master numeracy and literacy skills.

• Students will demonstrate higher order thinking, social skills, and character traits necessary to be contributing citizens in a global society.
• As life-long learners, students will be empowered to continue exploring their interests and passion.
<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>General Information</td>
</tr>
<tr>
<td>6</td>
<td>South Carolina High School Diploma Requirements</td>
</tr>
<tr>
<td>6</td>
<td>South Carolina Employability Certificate Requirements</td>
</tr>
<tr>
<td>6</td>
<td>Commencement Exercises</td>
</tr>
<tr>
<td>6</td>
<td>Grade Classification</td>
</tr>
<tr>
<td>7</td>
<td>Honors Graduates</td>
</tr>
<tr>
<td>7</td>
<td>High School Scholars Program</td>
</tr>
<tr>
<td>7</td>
<td>Academic All-Star</td>
</tr>
<tr>
<td>7</td>
<td>Interscholastic Activities</td>
</tr>
<tr>
<td>8</td>
<td>Honors Courses</td>
</tr>
<tr>
<td>8</td>
<td>Dual Enrollment Courses</td>
</tr>
<tr>
<td>8</td>
<td>Advanced Placement and International Baccalaureate Courses</td>
</tr>
<tr>
<td>9</td>
<td>End-of-Course Examination Program (EOCEP) Courses</td>
</tr>
<tr>
<td>9</td>
<td>VirtualSC</td>
</tr>
<tr>
<td>9</td>
<td>Grading Policy</td>
</tr>
<tr>
<td>9</td>
<td>Courses Carrying Carnegie Units</td>
</tr>
<tr>
<td>9</td>
<td>Computing Grade Point Averages</td>
</tr>
<tr>
<td>10</td>
<td>Converting Grades on Transcript</td>
</tr>
<tr>
<td>10</td>
<td>Pass (P)/Fail (F) Grades</td>
</tr>
<tr>
<td>10</td>
<td>Local Board Approved Courses</td>
</tr>
<tr>
<td>10</td>
<td>Auditing a Course</td>
</tr>
<tr>
<td>10</td>
<td>Home School Grades</td>
</tr>
<tr>
<td>10</td>
<td>International Grades</td>
</tr>
<tr>
<td>10</td>
<td>Withdrawing From a Course</td>
</tr>
<tr>
<td>11</td>
<td>Excessive Absences (Failure Due to Absences)</td>
</tr>
<tr>
<td>11</td>
<td>Level Changes</td>
</tr>
<tr>
<td>11</td>
<td>Retaking a Course</td>
</tr>
<tr>
<td>11</td>
<td>Credit Recovery Option</td>
</tr>
<tr>
<td>11</td>
<td>Credit Recovery Courses with EOCEPs</td>
</tr>
<tr>
<td>11</td>
<td>Content Recovery</td>
</tr>
<tr>
<td>11</td>
<td>Guidelines for Registering</td>
</tr>
<tr>
<td>12</td>
<td>Availability of Classes</td>
</tr>
<tr>
<td>12</td>
<td>Attendance/Denial of Credit</td>
</tr>
<tr>
<td>12</td>
<td>Notes for Absences</td>
</tr>
<tr>
<td>12</td>
<td>Incompletes</td>
</tr>
<tr>
<td>12</td>
<td>Early Graduation</td>
</tr>
<tr>
<td>12</td>
<td>Late Arrival/Early Dismissal</td>
</tr>
<tr>
<td>12</td>
<td>Schedule Change Request</td>
</tr>
<tr>
<td>12</td>
<td>Seventh and Eighth Grade Students Earning High School Credit</td>
</tr>
<tr>
<td>13</td>
<td>High School Alternative Programs</td>
</tr>
<tr>
<td>13</td>
<td>The NCAA and NCAA Eligibility Center</td>
</tr>
<tr>
<td>14</td>
<td>NAIA and NAIA Eligibility Center</td>
</tr>
<tr>
<td>14</td>
<td>College and Career Readiness Testing</td>
</tr>
<tr>
<td>14</td>
<td>Midlands Technical College</td>
</tr>
<tr>
<td>14</td>
<td>Beyond High School</td>
</tr>
<tr>
<td>14</td>
<td>Choosing the Right College</td>
</tr>
<tr>
<td>15</td>
<td>Educational Lottery Scholarships</td>
</tr>
<tr>
<td>15</td>
<td>Extended Learning Opportunities</td>
</tr>
<tr>
<td>15</td>
<td>Course Requirements for South Carolina Public Four-Year Colleges and Universities</td>
</tr>
<tr>
<td>16</td>
<td>Curriculum Framework</td>
</tr>
<tr>
<td>16</td>
<td>Framework Design</td>
</tr>
<tr>
<td>16</td>
<td>Clusters</td>
</tr>
<tr>
<td>19</td>
<td>Course Numbers and Tags</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>English/Language Arts Course Offerings</td>
</tr>
<tr>
<td>21</td>
<td>English/Language Arts Electives</td>
</tr>
<tr>
<td>24</td>
<td>Special Areas High School</td>
</tr>
<tr>
<td>26</td>
<td>Mathematics Course Offerings</td>
</tr>
<tr>
<td>28</td>
<td>Mathematics Electives</td>
</tr>
<tr>
<td>31</td>
<td>Science Course Offerings</td>
</tr>
<tr>
<td>32</td>
<td>Science Electives</td>
</tr>
<tr>
<td>36</td>
<td>Social Studies Course Offerings</td>
</tr>
<tr>
<td>40</td>
<td>World Language Course Offerings</td>
</tr>
<tr>
<td>47</td>
<td>Physical Education Course Offerings</td>
</tr>
<tr>
<td>48</td>
<td>Health Education Course Offerings</td>
</tr>
<tr>
<td>49</td>
<td>JROTC Course Offerings</td>
</tr>
<tr>
<td>55</td>
<td>Visual and Performing Arts Course Offerings</td>
</tr>
<tr>
<td>64</td>
<td>General Electives</td>
</tr>
<tr>
<td>67</td>
<td>Richland One Virtual School Course Offerings</td>
</tr>
<tr>
<td>87</td>
<td>Advanced Placement Course Offerings</td>
</tr>
<tr>
<td>93</td>
<td>Dual Enrollment Course Offerings</td>
</tr>
<tr>
<td>99</td>
<td>International Baccalaureate (IB) Course Offerings</td>
</tr>
<tr>
<td>113</td>
<td>International Baccalaureate (IB) Diploma Program Additional Requirements</td>
</tr>
<tr>
<td>115</td>
<td>GSSM Accelerate Engineering Program Description</td>
</tr>
<tr>
<td>118</td>
<td>GSSM Accelerate Engineering Course Offerings</td>
</tr>
<tr>
<td>121</td>
<td>Career and Technology Education General Electives (School-Based)</td>
</tr>
<tr>
<td>143</td>
<td>Heyward Career and Technology Center Electives</td>
</tr>
</tbody>
</table>

Appendix A: Clusters of Study/Majors
Appendix B: Curriculum Progression Charts
Appendix C: South Carolina Scholarship and Grant Programs
Appendix D: Individual Graduation Plan (IGP) Worksheet
Appendix E: Richland County School District One Curriculum Framework
Appendix F: Ten Point SC Uniform Grading Scale
Appendix G: Seven Point SC Uniform Grading Scale
Appendix H: NCAA Core GPA/Test Score Index for 16 Courses.
Appendix I: College Planning Checklist
GENERAL INFORMATION

SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

To be eligible to receive a state high school diploma, students must be actively enrolled at the high school issuing the diploma a semester prior to the graduation date except in the case of a bona fide change of residence. Based on State Law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students in grades 9 - 12 are prescribed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units</td>
</tr>
<tr>
<td>Science</td>
<td>3 units</td>
</tr>
<tr>
<td>United States History and Constitution</td>
<td>1 unit</td>
</tr>
<tr>
<td>Economics</td>
<td>½ unit</td>
</tr>
<tr>
<td>United States Government</td>
<td>½ unit</td>
</tr>
<tr>
<td>Other Social Studies Elective</td>
<td>1 unit</td>
</tr>
<tr>
<td>Physical Education or Junior ROTC</td>
<td>1 unit</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>World Language</td>
<td>1 unit</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1 unit</td>
</tr>
<tr>
<td>TOTAL CORE UNITS</td>
<td>17 UNITS</td>
</tr>
<tr>
<td>Electives:</td>
<td>7 units</td>
</tr>
<tr>
<td>(Includes Comprehensive Health Education Requirements)</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS</td>
<td>24 UNITS</td>
</tr>
</tbody>
</table>

- All students must take End-of-Course Examinations in order to meet graduation requirements set by the State Board of Education.
- All students must earn one unit of credit in computer science. Beginning with the 2018-2019 school year, Keyboarding will not meet the computer science requirement. Keyboarding credits earned before 2018-2019 will meet the requirement. A unit of credit applied toward the computer science requirement may not be used to meet the mathematics requirements or the Career and Technology Education requirements.
- All students must meet the minimum graduation requirement of one world language or one unit in Career and Technology Education (CATE). All students planning to attend a four-year college or university are required to take two units of the same world language. Some colleges or universities require three units of the same world language.
- A half unit of study which meets the Comprehensive Health Education Requirements must include a course completed in Personal Health and Wellness (340200CH).
- One unit of fine arts, found in the “Visual and Performing Arts” section, is required as a pre-condition of admission for students planning to attend public four-year college or university.
- Students are encouraged to exceed the minimum number of credits for graduation and take advantage of the many opportunities provided in each high school. Relevant curricular choices in the elective areas will prepare each student for post-secondary educational opportunities after graduation.

SOUTH CAROLINA EMPLOYABILITY CERTIFICATE REQUIREMENTS

The Employability Credential is designed for students with disabilities for whom the IEP team determines mastery of a career-based educational program (that includes academics, independent work experience, daily living skills, and self-determination skill competencies) is the most appropriate way to demonstrate his or her skills and provide a free appropriate public education (FAPE).

To attain the Employability Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following:

- English Language Arts: 4 units
- Mathematics: 4 units
- Science: 2 units
- Social Studies: 2 units
- Employability Education: 4 units
- Electives: 6 units

Course work in the four core areas (English Language Arts, Mathematics, Science, and Social Studies) must meet South Carolina College- and Career-Ready Standards.

In addition to completing coursework outlined above, to receive an Employability Credential, a student must:

1. Complete a career portfolio that includes a multimedia presentation project;
2. Obtain work readiness assessment results that demonstrate the student is ready for competitive employment; and
3. Complete work-based learning/training that totals at least 360 hours, in which:
   a. Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;
   b. Work-based learning/training must be aligned with the student’s interests, preferences, and postsecondary goals and individual graduation plan; and
   c. Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

COMMENCEMENT EXERCISES

Only those students who pass all the units required for a diploma or certificate may participate in the commencement exercise held at the end of the school year.

GRADE CLASSIFICATION

Grade classification is determined only at the beginning of the school year. In order to comply with state law and ensure continuous and appropriate progress through Grades 9-12, the Richland County School District One Board of Commissioners has established Administrative Rule IKE-R attached to the district Promotion and Retention Policy. Students are promoted or retained in grade classification based on these criteria:
GRADE 9
Grade classification as a ninth-grade student is determined by the eighth-grade promotion standards.

GRADE 10
Grade classification as a tenth-grade student requires the completion of six units to include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Additional Credits</td>
<td>4</td>
</tr>
</tbody>
</table>

GRADE 11
Grade classification as an eleventh-grade student requires the completion of twelve units to include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 and 2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>Additional Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

GRADE 12
Grade classification as a twelfth-grade student requires the completion of eighteen units to include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2, and 3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>Additional Credits</td>
<td>8</td>
</tr>
</tbody>
</table>

If a student has sixteen units and is enrolled in course work which would allow him/her to complete the twenty-four units needed for a South Carolina High School Diploma within the school year, the student will be eligible to participate in senior activities and events. However, participating in senior activities and events is not a guarantee that graduation requirements will be met successfully.

**HONOR GRADUATES**

Students with an outstanding academic performance will be recognized as honor graduates with one of the following accolades:

- Valedictorian – The student(s) of the graduating class with the highest Grade Point Average (GPA).
- Salutatorian – The student(s) of the graduating class with the second highest Grade Point Average (GPA).

In a case of more than one student having the highest or second highest grade point average, multiple valedictorians or salutatorians may be declared and no attempt will be made to break ties. If there are multiple valedictorians, commencement speeches will be given by the valedictorians.

**HIGHER SCHOOL SCHOLARS PROGRAM**

Any rising 9th or 10th grade student, who has the ability and desire for excellence in academics and to contribute meaningfully to the school may apply. To earn a special diploma, a 4.0 grade point average (GPA) in HW, AW, IW, or EW courses must be maintained throughout their high school experience. No grade below a "C" will be accepted. When computing the GPA for High School Scholars, HW, AW, IW or EW will be given the same weight towards the 20-unit requirement (4 English, 4 Math, 4 Science, 4 Social Studies, and 3 World Languages). One unit of PE/ROTC, along with 10 units of Electives is also required. Students must also earn 8 points (minimum) for extracurricular activities. These points may be earned through school activities, sports, or community service. If students participate in some activities not included in the point system, they have the right to present them to the school counselor to determine whether these activities can count towards the extracurricular requirements. The activities that are submitted for extracurricular points should be verified by the appropriate sponsor, instructor, coach, etc., and turned in to the school's HSS contact person by March 1st of each year. Seniors must turn in their extracurricular points no later than the end of the first semester of their senior year. All High School Scholars are automatically named Academic All-Stars.

**ACADEMIC ALL-STAR**

This program recognizes high school seniors in the District who have achieved academic excellence. To qualify as an Academic All-Star, students must be ranked in the top 10% of their high school's senior class and have at least a 3.5 grade point average (GPA). All honorees must be candidates for graduation in the spring of their junior year. Students who are ranked in the top 10% of their senior class but do not have at least a 3.5 GPA are ineligible. No grade below a “C” will be accepted. Selection is made based upon the students’ academic standing at the end of the first semester of their senior year.

**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.

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/70) 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.
   b. 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.
   c. Second semester eligibility is determined by using first semester grades.
3. Special Education students:
   a. A student identified as special needs and 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 Individual Evaluation Plan (IEP).
   b. 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.
4. Terms defined:
   a. Course — any approved course of instruction in the secondary curriculum, required or elective, for which one unit of credit or its equivalent is awarded on a yearly basis or one-half unit of credit or its equivalent is awarded on a semester basis. If more than one unit of credit is awarded on a yearly basis in a particular
course, this subject shall count as more than one course.  
  b. Academic Course — those courses of instruction for which credit toward high school graduation is given. These may include required courses or approved electives.  
  c. Required Courses — courses specifically mandated for a high school diploma. Credit courses used for eligibility purposes must be courses that are applicable as credit toward a South Carolina High School Diploma. A student may also use college credit courses provided the student has met or is meeting all requirements for graduation.  

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

HONORS COURSES  
Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning.

Honors courses may be offered in English, mathematics, science, and social studies. Honors weighting is one half of a quality point (.5) higher in weighting than college preparatory (CP) courses. Honors weighting may be designated in other content areas for the third and fourth level of the courses, provided that the courses meet the standard criteria for an honor level course. Honors weighting may not be designated in any physical education courses.

All courses receiving honors weight from in-state and out-of-state public schools must be transcribed at honors weight even if the same honors course is not offered at the receiving school.

Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the SC Honors Framework criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency.

DUAL ENROLLMENT COURSES  
Dual enrollment courses that are taken at the school where the student is enrolled or at a postsecondary institution are those courses for which the student has been granted permission by his or her home school and approved by the district to earn both Carnegie units and college credit for those particular courses.

One quality point is added to the CP weighting for dual enrollment courses that are applicable to baccalaureate degrees or to associate degrees offered by accredited institutions (see State Board of Education Regulation 43-234, Defined Program, Grades 9-12, and Regulation 43-259, Graduation Requirements).

Dual enrollment courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual enrollment courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, Grades 9—12, and Regulation 43-259, Graduation Requirements).

Permission must be granted by the student’s home high school prior to the student’s taking the dual enrollment course to earn both a unit for high school credit and college credit. Students taking dual enrollment courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual enrollment course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

Dual enrollment courses taken in South Carolina may earn 1.0 quality point weighting above CP pending the district’s articulation agreement with the institution. All dual enrollment courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual enrollment courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state’s regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual enrollment course to match South Carolina’s process when they transcribe the course.

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSES  
The following criteria apply to the College Board’s Advanced Placement (AP) courses and International Baccalaureate (IB) courses, which include those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and School (as specified in State Board Regulation 43-273, Transfers and Withdrawals).

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one unit with one quality point above CP weighting.
- A standard-level (SL) IB course can carry only one unit with one quality point above CP weighting. However, two units of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of
instruction. Each credit can earn one quality point above CP weighting.

**END-OF-COURSE EXAMINATION PROGRAM (EOCEP) COURSES**

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end of course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The State of South Carolina mandates an end-of-course examination after completion of Algebra 1/Intermediate Algebra, Biology 1, English 1, U. S. History and Constitution. EOCEP examination scores count 20 percent in the calculation of the student’s final grade in gateway courses.

Students will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. Students who repeat the course must be treated as though they are taking the course for the first time; all requirements will apply.

**VIRTUALSC**

VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 7-12 and Adult Education Programs. VirtualSC offers rigorous online courses aligned to state standards that are developed and taught by Highly Qualified, SC licensed teachers. VirtualSC partners with schools to provide an individualized online learning solution for students on the path to high school graduation. Students should contact their school counselor for an information packet and then visit http://ed.sc.gov/.

**GRADING POLICY**

The modified South Carolina Uniform Grading Scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students being awarded high school credits. Credit bearing courses completed prior to August 15, 2016, will be awarded quality points based on the 7 point grading scale associated with the weighting of the course.

Coursework completed after August 15, 2016, will be awarded quality points based on the 10-point grading scale with the weighting associated with the course. Quality points awarded are limited to the use of the three-decimal-place conversion factors specified in the South Carolina Uniform Grading Policy grade point conversion chart. No additional criteria will be used to determine quality points awarded.

**COURSES CARRYING CARNEGIE UNITS**

The uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle or junior high school level.

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and reports cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 honors, AP U.S. History). The grading scale title must be printed on the report card. All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

**COMPUTING GRADE POINT AVERAGES**

GPAs earned by students will be calculated based on the Grading Policy in force at the time of their enrollment. Computations will not be rounded to a higher number. Computing Grade Point Averages (CGPA)

### 7 Point Scale–2009

Note: This CGPA Chart is for REFERENCE ONLY as counselors and registrars’ transcript grades for courses taken prior to 2016. All South Carolina public schools will use the following formula to compute all GPAs:

\[
\text{GPA} = \frac{\text{sum (quality points } \times \text{ units)}}{\text{sum of units attempted}}
\]

#### STUDENT EXAMPLE

<table>
<thead>
<tr>
<th>Course Taken</th>
<th>Numeric Average</th>
<th>Quality Points</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>91</td>
<td>3.750</td>
<td>1</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>87</td>
<td>3.250</td>
<td>1</td>
</tr>
<tr>
<td>Physical Science</td>
<td>94</td>
<td>4.125</td>
<td>1</td>
</tr>
<tr>
<td>World Geog H</td>
<td>83</td>
<td>3.250</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>92</td>
<td>3.875</td>
<td>0.5</td>
</tr>
<tr>
<td>French 1</td>
<td>84</td>
<td>2.875</td>
<td>1</td>
</tr>
</tbody>
</table>

#### COMPUTATION

\[
\text{sum of units attempted} = 5.5
\]

\[
19.1875 \times \text{sum of quality points } \times \text{ units}
\]

\[
19.1875 + 5.5 \rightarrow \text{round to 3 decimal places}
\]

\[
\frac{19.1875}{5.5} \rightarrow \text{to 3 decimal places}
\]

#### 10 Point Scale–2016

#### STUDENT EXAMPLE

<table>
<thead>
<tr>
<th>Course Taken</th>
<th>Numeric Average</th>
<th>Quality Points</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>91</td>
<td>4.100</td>
<td>1</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>87</td>
<td>3.700</td>
<td>1</td>
</tr>
<tr>
<td>Physical Science</td>
<td>94</td>
<td>4.400</td>
<td>1</td>
</tr>
<tr>
<td>World Geog H</td>
<td>83</td>
<td>3.800</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>92</td>
<td>4.200</td>
<td>1</td>
</tr>
<tr>
<td>French 1</td>
<td>84</td>
<td>3.400</td>
<td>1</td>
</tr>
</tbody>
</table>

#### COMPUTATION

\[
\text{sum of units attempted} = 6.0
\]

\[
23.600 \times \text{sum of quality points } \times \text{ units}
\]
CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, this conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, that average will be converted to a 65 numerical grade on the new scale. See SBE Regulation 43-273 for additional information on transfers and withdrawals.

PASS (P)/FAIL (F) GRADES

If the transcript of a transferring student shows that the student has earned a grade of P (passing) or F (failing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the “P” or the “F.”

If no numerical average can be obtained from the sending institution on the “F,” the grade entered will be a 50.

If no numerical average can be obtained from the sending institution on the “P,” the student’s cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the “P.” (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of “P” would be converted to an 85. A grade of “P,” in other words, will neither positively nor negatively impact the student’s transfer GPA. In the event that the student’s cumulative GPA is an “F” and no numerical designation can be obtained by the sending school for the numeric value of the “P,” the grade entered will be the lowest passing grade (60). If the sending institution’s numeric grade is below 60 but marked as passing, the receiving school should attempt to find out the equivalent letter grade associated with the grade below 60 and apply the rule for that letter grade (For example, if the sending school’s 55 = D, then D = 65 at the receiving school).

Note that “P” and “F” may be awarded to non-transfer students only for credit recovery coursework (see the section entitled Course Recovery in this catalog).

LOCAL BOARD APPROVED COURSES

Local board approved courses awarded in a district may be transcribed from the sending school to the receiving school by applying the course code that most closely aligns to the course (i.e., High School 101 from school A could be transcribed as a “social studies elective” in school B). High schools should refer to the Activity Coding System Manual for the appropriate transfer course code.

AUDITING A COURSE

Local boards may establish policy to allow a student to audit a course for no grade. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for “no credit” and “not included in GPA” at the student level. Students who audit a course that requires an End of Course Examination should not take the End-of-Course Examination Program (EOCEP). Districts may develop policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the Activity Coding System manual for guidance on using course codes for auditing.

HOME SCHOOL GRADES

The criteria for accepting transcripts from homeschools are a local decision based on local policy. Districts may consider looking at the homeschool student’s transcript with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the state high school Activity Coding System manual, an “elective transfer credit” in the content area may be awarded for that course.

INTERNATIONAL GRADES

The criteria for accepting international transcripts from international students are a local decision based on local policy. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state Activity Coding System manual, an “elective transfer credit” in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

WITHDRAWING FROM A COURSE

With the first day of enrollment in the course as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course will do so without penalty.

The three-, five-, and ten–day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course. Students who withdraw from a course after the specified time of three days for a 45-day course, five days in a 90-day course, or ten days in a 180-day course without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the students overall grade point average. Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by local districts in conjunction with
Partner institutions of higher education and VirtualSC enrollment and withdrawal deadlines.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following polices:

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no earned units of credit and no quality points to be factored into the student’s GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no earned units of credit but will be factored into the student’s GPA as a 50.

EXCESSIVE ABSENCES (FAILURE DUE TO ABSENCES)  
As noted in Regulation 43-274VII (B), students with absences may make up work or demonstrate proficiency as determined by the local school district. The local school board shall develop policy on the body of evidence that is acceptable to demonstrate proficiency without requiring the student to make up seat time. If a grade of FA is assigned, it will carry no earned CP units but will be factored into the student's GPA as a 50.

LEVEL CHANGES  
Level change requests are considered with a written parent request. Class availability will be factored in level change request. Students may request a level change in core academic course level within one week after the first four-and-a-half-week interim period of a 90-day course or within one week after the nine weeks report card of a 180-day course.

If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Honors Algebra 2 to CP Algebra 2), the weight assigned to the grade shall be the weight for which course is completed; partial weights cannot be assigned. Level changes from CP to Honors course must be completed by the end of the first grading period of a course. See Appendix D for the Grade Point Conversion Chart.

RETAKING A COURSE  
Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. Districts may extend the policy to allow students making any grade to retake any course per local board decision.

Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student’s transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve, must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

In such a case, only the highest grade will be used in figuring the student’s GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).

CREDIT RECOVERY OPTIONS  
The updated SC Uniform Grading Policy, issued by the South Carolina State Board of Education on September 12, 2017, defines new procedures for offering credit recovery to students. Credit recovery refers to a block of instruction that is less than the entirety of the course. Only students who have a failing grade (F) on their report card and transcript are eligible for credit recovery. Students with incomplete (I) grades are not eligible for credit recovery.

Successful completion of a credit recovery course does not allow a change to the original failing grade in the course; successful completion of the credit recovery course allows only the awarding of a credit for the course. The student will still have a failing grade in the original course, which remains on the student’s report card and transcript.

The student who successfully completes the credit recovery course will earn a grade of “P” in the credit recovery course as well as the earned credit. The credit recovery course will also appear on the student’s report card and transcript.

Credit recovery must be completed by the end of the next quarter following the term in which the original course as failed.

A student who wishes to earn a grade other than “F” in the original course must re-take the original course, in its entirety (see Retaking a Course, above). Credit recovery cannot be used to get a higher grade in the course.

CREDIT RECOVERY COURSES WITH EOCEPS  
Students who are taking credit recovery for courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262 before they can receive credit for the course. Student will not take the end-of-course assessment a second time.

CONTENT RECOVERY  
Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school.

Content recovery allows students to re-take a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

Upon satisfactory completion of all assigned work within the time allowed, the certified teacher shall include the recovered work into the final grade to arrive at a new grade for the course based on the district's policy. The district’s policy will also determine who has the authority to make the final grade change (i.e., the teacher of record, a certified school counselor, or the school registrar).

GUIDELINES FOR REGISTERING  
Freshmen, sophomores, and juniors must register for at least six courses with a minimum of three courses in one term and three in the other term. Students and parents should carefully select alternatives just in case the alternates replace any selected
elective courses without further consultation with students or parents.

All English courses must be taken in sequence (1, 2, 3, and 4) with only one required English per year unless a course is being repeated. Selection in the ninth grade mathematics is chosen by the level of mathematics achieved at the end of the eighth grade. The ninth grade science will be Biology 1, which is a gateway course that requires completion of the end-of-course examination program (EOCEP) and counts 20 percent in the calculation of the student's final grade in Biology 1. Other methods for determining students' course selection includes review of grades, test scores, and teacher recommendations. Students are reminded that once school begins a change in course level are granted if there is available space in the course(s). The goal is to avoid rearrangement of the entire schedule when addressing level changes.

**AVAILABILITY OF CLASSES**
Based on student requests, courses can be offered during registration but dropped from the master schedule dependent on student enrollment and teacher staffing. If a course is dropped from the master schedule, the selected alternates will be used to fill the student's schedule. If that alternate course is not available, the student/parent will be contacted by the school counselor to make a new selection. School counselors will make the choice for students/parents that cannot be reached.

**ATTENDANCE/DENIAL OF CREDIT**
The South Carolina State law requires all students who attend public school in South Carolina must be in attendance a minimum of 42 days of a 45-day course, 85 days of a 90-day course, and 170 days of a 180-day course to receive credit upon successful completion. This law is excusable only for cases of illness certified by a physician. Excuses brought in at the end of the school year to cover absences will not be accepted and students are responsible for being aware of their overall number of days, absences, and individual class absences.

If a student in grades 9-12 has more than three days unexcused from a semester course or five unexcused absences in a year-long course, the student will not receive credit for that course. Please note absences are applied to each class individually. If a student fails a course due to excessive absences, a Frequent Absence (FA) will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student’s GPA as a 51.

**NOTES FOR ABSENCES**
According to South Carolina law, excessive student absences may lead to denial of credit. Students must present an excuse to proper school officials within three school days following the return from an absence or absences. Notes for absences determine whether credit can be awarded. Physician, legal and death in the family notes are acceptable for excused absences.

**INCOMPLETES**
A teacher may give a grade of “incomplete” (I) during the course of the school year if an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented long-term illness or a death in the immediate family. The principal must approve the extension and it is at the principal's discretion to approve any extension beyond the teacher’s extension. No combination of extensions for an incomplete grade may extend beyond the end of the next academic quarter (excluding summer sessions).

After the work has been completed, the teacher will authorize the appropriate change in grade by completing a Grade Change Form and will submit that form to the principal, who will authorize the grade change in the student’s official records.

If the work is not completed within the agreed upon time, the incomplete grade will be valued as a 51 or the student’s average without the completed work, whichever is lower, and this numerical grade will be included in the student’s official records, including the student’s grade point average (GPA). All final grades are numerical; an incomplete (I) cannot be a final grade.

**EARLY GRADUATION**
An early graduation request will be reviewed by the principal after the student and parent completes a early graduation application, which includes a written request detailing the reason for completing high school earlier than a four-year period. The request should be given to the student's school counselor for processing. If approved, the student will be eligible to participate in commencement exercises at the end of the school year of early completion. Students are encouraged to take advantage of dual credit and other curriculum opportunities that will better prepare them for postsecondary plans.

**LATE ARRIVAL/EARLY DISMISSAL**
Eligible seniors will be given the option for late arrival and early dismissal after courses for graduation requirements have been selected. Freshmen, sophomores and juniors are not eligible for late arrival or early dismissal. Late arrival or early dismissal will denied if students are not demonstrating successful progress in courses required for graduation.

**SCHEDULE CHANGE REQUEST**
Students should carefully select courses during the registration process including the selection of alternate courses. Student requests determine the courses that will be offered in the master schedule. Schedule change request will be accepted prior to schedule change deadline. Schools announce the schedule change deadline during registration. No preference changes are made after the schedule change deadline. Changes will be made if summer school, credit recovery and/or VirtualSC completion warrants a change.

Additionally, course changes can only be considered under the following conditions:
- The student has passed a class that is listed on the schedule.
- The student has not passed a prerequisite course for a class that is listed on the schedule.
- The student is a senior and does not have a course required for graduation listed on the schedule.
- A student requests a schedule change for health conditions. A doctor's statement must be provided prior to a change.
- A class is cancelled.

When a request is made the student will follow the original schedule until changes are approved and a new schedule is received.

**SEVENTH AND EIGHTH GRADE STUDENTS EARNING HIGH SCHOOL CREDIT**
When approved by the principal and the parents, a student promoted to the seventh or eighth grade who has given evidence of superior achievement or who has a special need may earn high school credit in courses identified by the district.
STUDENTS MUST EARN 60 OR BETTER TO RECEIVE HIGH SCHOOL CREDIT.

The credits may be earned in the areas of computer science, English 1, mathematics (Algebra 1, Geometry) and world language. A student who has taken a course for a Carnegie unit prior to his or her ninth-grade year may retake that course regardless of the grade he or she has earned. In such a case, only the retake grade will be used in figuring the student’s GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

HIGH SCHOOL ALTERNATIVE PROGRAMS
What are High School Alternative Programs? Sometimes students in high school need a different path to graduation. Whether they are behind or repeating courses they failed, alternative programs can help them evaluate their options and develop a path that is right for them.

The Richland County School District One Learning Center is a full service learning facility that offers meaningful educational opportunities for students in grades six through twelve. Students who attend the Olympia Learning Center are students of “Choice” who prefer a non-traditional, innovative and personal school setting.

The Richland One EXCEL Academy is a graduation acceleration program designed for high school students who are seeking on- time graduation. The program provides online and direct instruction that allows students to recover/accrue credits in a flexible environment. Students participate in an advisor/advisee program delivered by teachers who are certified in the core content areas. Additionally, each student has a graduation team that is actively involved in their progress. Students will participate in the graduation ceremony at their home schools. In order to qualify for the program, students must not currently be on long-term suspension/ expulsion and must not have severe discipline and/or attendance problems.

Richland One Middle College is housed on the campus of Midlands Technical College, and is a public charter school that offers 11th and 12th grade high school students academic and technical skills that make the transition from high school into college seamless. A small and powerful learning community, ROMC offers college- level classes, workplace experiences, extensive systems of extra help, and personalized graduation plans. Students are also required to perform 90 hours of community service every year. Richland One Middle College (ROMC) was awarded the 2007 Innovator Award by the Southern Growth Policies Board. The Award recognizes the Middle College program as being a leader in creating a globally competitive workforce.

THE NCAA AND NCAA ELIGIBILITY CENTER
The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1200 colleges, universities, conferences, and organizations. The NCAA Eligibility Center certifies the academic and amateur credentials for all college-bound student athletes who wish to compete in NCAA Division I, II, or III athletics. Contact the Athletic Director or school counselor at your school to have questions answered regarding NCAA eligibility. Creating an account is the first step to becoming an NCAA student-athlete. Visit www.eligibilitycenter.org to register. Students are responsible for ensuring NCAA eligibility.

TEST SCORES
Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown in Appendix D. Division II has no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science. All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

GRADE-POINT AVERAGE
Only core courses are used in the calculation of the grade point average. Be sure to look at your high school’s list of NCAA approved core courses on the Eligibility Center’s Web site (www.eligibilitycenter.org) to make certain that courses being taken have been approved as core courses.

CORE COURSES DIVISION I NCAA
Division I requires 16 core courses:

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- One year of additional English, mathematics or natural/ physical science
- Two years of social science
- Four years of additional courses (from any area above, world language, or comparative religion/philosophy)
- In order to be eligible to compete during the initial year of full-time enrollment, students must complete 16 core courses. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school and at least seven of these 10 core courses must be in English, math, or science. Grades achieved in such courses must be used in the student’s academic certification and cannot be replaced by courses or grades achieved after starting the seventh semester. *Note: students must also meet the Division I sliding-scale index for competition (minimum 2.300 core-course GPA).

CORE COURSES DIVISION II NCAA
Division II requires 16 core courses:

- Three years of English
- Two years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- Three years of additional English, mathematics or natural/ physical science
- Two years of social science
- Four years of additional courses (from any area above, world language or comparative religion/philosophy)

Note: Courses Taken Before High School
If a student takes a high school class (such as Algebra I or Spanish I) before the ninth grade, the class may count toward the 16 core courses if it appears on the high school’s list of NCAA
approved courses and is shown on the high school transcript with grade and credit.

OTHER IMPORTANT INFORMATION
Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment. For more information regarding the rules, go to www.ncaa.org. Click on “Academics and Athletes” then “Eligibility and Recruiting.” NCAA considers proficiency-based courses such as courses taught through the Internet, distance learning, and credit recovery to be non-traditional and may not accept all credit acquired in this manner. To determine what types of non-traditional courses can be used to satisfy NCAA core-course requirements, refer to their website and click on “High School Administrator”, “Resources”, and “Common Core Course Questions”. If you have questions, call the NCAA Eligibility Center at 877-262-1492.

THE NAIA AND NAIA ELIGIBILITY CENTER
The NAIA is a community of nearly 300 member colleges and universities, 60,000 student-athletes and an environment that focuses on athletic participation as one part of the total education process. The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student athletes. Contact the Athletic Director or school counselor at your school to have questions answered regarding NAIA eligibility. Information pertaining to the NAIA, can be found at www.naia.org. Students are responsible for ensuring NAIA eligibility.

COLLEGE AND CAREER READINESS TESTING
The Preliminary Scholastic Aptitude Test (PSAT) and Preliminary Scholastic Aptitude for National Merit Scholarship Qualifying Test (PSAT/NMSQT) are both great practice for the SAT because they test the same skills and knowledge as the SAT — in a way that makes sense for the student’s grade level and predict scores on the SAT. PSAT/NMSQT scores taken the junior year are utilized to identify eligible students for the National Merit Scholarship Program awards, early college admissions, Governor School qualification, and Junior Scholar and Fellow awards. The PSAT scores also list which AP courses a student should consider.

The Scholastic Aptitude Test (SAT) is designed to make sure it’s highly relevant to students’ future success. The SAT test is focused on the skills and knowledge at the heart of education. It measures what students learn in high school and what they need to succeed in college. The SAT encompasses evidence-based reading and writing, math and an essay. There is no penalty for guessing on the SAT. Students will earn points for the questions that are answered correctly but will not have points subtracted if they choose the wrong answer.

The American College Test (ACT) is a leading US college admissions test, measuring what students learn in high school to determine their academic readiness for college. The test consists of four sections composed of English, mathematics, reading, and science. The ACT has a writing section that is optional. Students are encouraged to check with prospective colleges prior to making the decision to opt out of taking the essay. The ACT gives a composite and STEM College Readiness benchmark. The ACT scores are accepted by all state-supported colleges and universities for admission, as well as for LIFE scholarship qualification.

All public high schools and, where necessary, career centers, must offer one or more assessments of college and career readiness to all eleventh-grade students (both tests are named in the law). Eleventh-grade students are defined as students in the third year of high school after their initial enrollment in the ninth grade. This determination is made based on the 9GR field in PowerSchool. Each high school will provide more information during the school year about the assessments to be used, the dates the assessments will be administered, and reporting of the results to colleges and other institutions. Parents or students should contact their schools if they have questions.

Students in eleventh grade in the State of SC are required to take a career readiness assessment. This assessment is to measure two specific sets of skills and knowledge. The assessment will provide information about the students’ abilities in reading, mathematics, and research, leading to a work-ready credential. The assessment will also provide information about entry-level work tasks and behaviors, including cooperation with others, conflict resolution and negotiation, problem-solving and decision-making, critical observation, and taking responsibility for learning.

MIDLANDS TECHNICAL COLLEGE
Students applying for admission to Midland’s Technical College can apply online at http://www.midlandstech.edu/admissions. Paper applications also are accepted. Visit http://www.midlandstech.edu/sites/default/files/mtc/admissions/AdmissionsApplication.pdf to print and complete a paper application.

Prospective MTC students will be required to take placement tests. They measure what classes the student is ready to take at MTC, and they help the student and advisor determine which courses are needed for math, reading, and English.

To schedule a time for a placement test, contact Midland’s Technical College Assessment Center. Students may be able to exempt comparable portions of the placement test if they have qualifying SAT or ACT scores.

BEYOND HIGH SCHOOL
College Admission Factors – Students planning to attend a four-year college should begin considering these factors as early as eighth grade and plan their high school program accordingly.

Select coursework that meets college entrance requirements.
1. Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college and career goals.
2. Determine the required courses for your intended college major.
3. Remember that grade point average, class rank, and SAT or ACT scores may be used to determine college acceptance. Entrance requirements vary among colleges. Therefore, you should read college catalogs and talk with college admission counselors concerning specific requirements for the college(s) in which you are interested.
4. Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.
5. In developing your Individual Graduation Plans (IGPs), seniors may elect to take courses at institutions of higher learning. These courses may involve costs to you but may compliment your future plans.

CHOOSING THE RIGHT COLLEGE
1. Evaluate your strengths and abilities; examine your choice of lifestyle. Utilize information about colleges/careers in the school counseling office and media center.
2. Take the PSAT your sophomore year and take the PSAT again in your junior year. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.

3. Draw up a list of schools to investigate, based on your personal goals. SCOIS or KUDER are good resources for exploration. These computer-based career information delivery systems are available on any district net-worked computer in your high school.

4. Determine requirements for admission and costs for each school on your list.

5. Arrange college visits. When visiting, talk with admissions counselors and financial aid officers.

6. Fine-tune your list.

7. Early in your senior year, ask for teacher/ counselor recommendations.

8. Apply for financial aid or scholarships during your senior year. Do not rule out smaller private colleges due to costs.

ADDITIONAL NOTES

1. The college preparatory course prerequisite requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission.

2. Visit http://www.che.sc.gov/New_Web/GoingToCollege/CollPrepPrereq.htm for more information. Please note the (underscore) between the words “New” and “Web” in the URL.

EDUCATIONAL LOTTERY SCHOLARSHIPS

The South Carolina Legislature provides several opportunities for students to receive scholarships from the South Carolina Education Lottery. These requirements are subject to change by the State Legislature. You can find more information on the Internet at www.che400.state.sc.us. (See Educational Lottery Scholarship table on bottom of page.)

General Criteria for Scholarships and Grants:

- Must be a South Carolina resident;
- Must be a US citizen or permanent resident;
- Must be enrolled as a degree-seeking student at an eligible South Carolina public or private institution;
- Must not owe a refund or repayment on a State Grant, Pell Grant, or a Supplemental Educational Opportunity Grant and not be in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Program; and must not owe a refund or repayment on any State or Federal financial aid and not be in default on a Federal Student loan; and
- Must have never been convicted of any felonies and not have been convicted of any second or subsequent alcohol/drug–related misdemeanor offenses within the past academic year (excluding Lottery Tuition Assistance.)

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.

COURSE REQUIREMENTS FOR SOUTH CAROLINA PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as a part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements) for entering college freshmen beginning in the academic year 2019-2020. For more information please visit the CHE website at https://www.che.sc.gov/.

ENGLISH

Four units: All four units must have strong reading (including works of fiction and nonfiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature-based, including American, British and World Literature.

MATHEMATICS

Four units: These units must include Algebra 1, Algebra 2, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

LABORATORY SCIENCE

Three units: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It’s strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.

WORLD LANGUAGES

Two units: Two units of the same language with a heavy emphasis on language acquisition must be taken (some colleges require three units).

SOCIAL SCIENCE

Three units: One unit of U. S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.

FINE ARTS

One unit: One unit in appreciation of, history of, or performance in one of the visual and performing arts must be taken. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.
### PHYSICAL EDUCATION/ROTC

One unit: One unit of physical education to include one semester of personal fitness and another semester of lifetime fitness is required. Exemption applies to students enrolled in designated Junior ROTC courses and for students exempted because of physical disability or for religious reasons.

### ELECTIVES

Two units must be taken as electives.

A college preparatory course in Computer Science is strongly recommended as one of these electives.

Other acceptable electives include college preparatory courses in English, fine arts, world languages, social science, humanities, mathematics, physical education, and laboratory science (courses for which biology, chemistry, physics or earth science is a prerequisite).

Notes: The Commission on Higher Education requirements may be adjusted at a later date to reflect changes in diploma requirements.

### CURRICULUM FRAMEWORK

South Carolina high school students face many challenges, which includes higher education 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 in depth. The curriculum framework used by Richland County School District One includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan. Working with parents, school counselors and teachers, students develop plans that include academic as well as profession-related courses. An IGP will identify extended learning opportunities that are designed to prepare students for transition to postsecondary education and the workplace.

Richland County School District One strives to provide 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 a structure for planning and communicating high expectations. See Appendix C for the Richland County School District One Curriculum Framework.

### FRAMEWORK DESIGN

A comprehensive curriculum framework includes the following elements:

- Clusters of Study
- Majors for each Cluster of Study
- IGP Success Planner
- 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 careers in designing, planning, managing, building and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

#### Arts, Audio-Video Technology & Communication

This career cluster offers two different avenues of concentration. Careers in the Performing Arts, Visual Arts, or certain aspects of Journalism prepare students for a broad range of creative careers including performance and beyond. Broadcasting and Film require courses and activities that challenge students’ creative and technical talents. Careers in Audio or Video, Communications Technology, Telecommunications, or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science, as well as creative thinking skills.

#### 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.

#### Education and Training

The diverse career cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Millions of learners each year train for careers in education and training in a variety of settings that offer academic instruction, vocational and technical instruction, and other education and training services.

#### Finance

This career cluster prepares learners for careers in financial and investment planning, banking, insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

#### Government and Public Administration
This career cluster prepares learners in governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Health Sciences
This career cluster prepares learners for careers in the planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research.

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/Family & Consumer Sciences
This diverse career cluster prepares individuals for employment in career majors related to families and human needs.

Information Technology
Information Technology Career Clusters are divided into four majors: Networking Systems, Information Support and Services, Programming and Software Development and Interactive Media. Each of these majors offers exciting and challenging career opportunities.

Law, Public Safety, Corrections, and Security
The Law, Public Safety and Security Career Cluster helps prepare learners for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

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

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

Science, Technology, Engineering & Mathematics
A career in the Science, Technology, Engineering or Mathematics cluster is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Transportation, Distribution and Logistic
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 postsecondary choices and/or the workplace, and to make a smooth transition to post-secondary education and/or the workplace.

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 changes. 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.

Richland County School District One will follow a curriculum that is aligned with the state content standards and organized around a key cluster and major 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 Center. Not all clusters and majors are offered at each school. Please consult your guidance counselor for more information.

Agriculture, Food and Natural Resources
Animal Sciences
Power, Structural, and Technical Systems
Horticulture

Architecture and Construction
Design/Pre-Construction
Construction

Arts, Audio-Video Technology & Communication
Visual Arts
Performing Arts: Music, Dance, and Theater
Telecommunications
Audio/Video Technology
Communications
Interior Design
Journalism and Broadcasting
Media Arts

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

Education and Training
Administration/Administrative Support
Teaching/Training

Finance
Accounting
Business Finance

Government and Public Administration
Governance
National Security
Health Science
Biomedical/Biotechnology Research
Diagnostic Services
Health Informatics
Support Services
Therapeutic Services

Hospitality and Tourism
Restaurants and Food/Beverage Services

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

Information Technology
Information Support and Services
Web & Digital Communications
Programming and Software Development

Law, Public Safety, Corrections & Security
Legal Services

Manufacturing Production
Marketing
Marketing Communications
Marketing Management Merchandising

Science, Technology, Engineering & Mathematics
Food Science and Dietetics
Engineering and Technology
Science and Math

Transportation, Distribution and Logistics
Facility and Mobile Equipment Maintenance

See Appendix H for specific descriptions of clusters of study, majors, and course requirements.

IGP Success Planner

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

Developing the IGP Success Planner

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.
- Students have the opportunity to participate in shadowing.

Eighth Grade
- Students choose a Cluster of Study they would like to explore
- Working with parents, counselors and teachers students begin developing an IGP Success Planner to include academic as well as profession-related courses.
- Students have the opportunity to participate in shadowing.

Ninth Grade
- Students review and update their IGP Success Planner 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 Success Planner.

Eleventh Grade
- Students review and update their IGP Success Planner 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.
ENGLISH/LANGUAGE ARTS
All high school students are required to take one English course each year. Four Carnegie units earned in English courses are required for high school graduation. English courses should be taken in sequence.

English 1
302400CW
Grade: 9
1 unit
Prerequisite: None
In this course, students continue their development of literacy skills by reading, discussing, and analyzing a range of literary and informational texts. Students also will cultivate and apply skills in critical thinking, writing, speaking and listening, and word study aimed at preparing students for college and career. All English 1 students must take South Carolina’s end-of-course exam, which accounts for 20% of the year’s grade, by state law.

English 1 Honors
302400HW
Grade: 9
1 unit
Prerequisite: None
In this course, students explore the course content through extensions, expanded topics, and skill-related objectives, and continue their development of reading skills through structured and independent study of literary and informational texts. Through close reading, discussion, student-initiated research, project-based learning, and analysis of diverse themes and perspectives, students will evaluate arguments and formulate claims supported through complex text based evidence from print and digital resources. Additionally, students will cultivate and apply skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increased level of independence is expected of Honors students, due to the pace, depth, scope and rigor of this course. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content. It is strongly recommended that students in this course plan to take Advanced Placement or International Baccalaureate English courses. All English 1 students must take South Carolina’s end-of-course exam, which accounts for 20% of the year’s grade, by state law.

English 2
302500CW
Grade: 10
1 unit
Prerequisite: English 1
In this course, students deepen their understanding and improve literacy skills by reading, discussing, and analyzing a range of literary and informational texts from varied global perspectives. Students will further develop their skills in critical thinking, writing, speaking and listening, and word study aimed at preparing students for college and career.

English 2 Honors (10)
302500HW
Grade: 10
1 unit
Prerequisite: English 1
In this course, students explore the course content through extensions, expanded topics, deepen their understanding and hone reading skills through structured and independent study of literary and informational texts from varied global perspectives. Through close reading, discussion and analysis of diverse themes, students will analyze and evaluate arguments, reflect and research a wide range of topics, and formulate claims supported through text based evidence from print and digital resources. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increased level of independence is expected of Honors students, due to the pace, depth, scope and rigor of this course. It is strongly recommended that

COURSE NUMBERS AND TAGS
Each course has a number (i.e. 301100CW) and a course tag (i.e. HW) to indicate the level and term of the course. The course level is designated in the 7th digit; the course term is shown in the 8th digit. Use the following legend to identify course levels and terms:

- CW — College Prep
- HW — Honors
- AW — Advanced Placement
- EW — Dual Enrollment
- IW — International Baccalaureate

Course number and tag:
- CH — ½ unit
- CD — 2 units
- CT — 3 units

English courses. All English 1 students must take South Carolina’s end-of-course exam, which accounts for 20% of the year’s grade, by state law.
students in this course plan to take Advanced Placement or International Baccalaureate English courses.

**English 2 Honors (9)**

302501HW  
Grade: 9  
1 unit  
**Prerequisite: English 1 Honors Prior to Grade 9**  
In this course, students explore the course content through extensions, expanded topics, deepen their understanding and hone reading skills through structured and independent study of literary and informational texts from varied global perspectives. Through close reading, discussion and analysis of diverse themes, students will analyze and evaluate arguments, reflect and research a wide range of topics, and formulate claims supported through text based evidence from print and digital resources. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. A strong level of independence, analytical thought, and commitment to rigorous study is required of Honors students at this level, due to the rigid demands of this course.

**English 3 Honors**

302600HW  
Grade: 11  
1 unit  
**Prerequisite: English 2 Honors**  
In this course, students refine their reading trajectories by reading, discussing, and analyzing a range of literary and informational texts with a focus upon early and contemporary American literature. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increased level of independence is expected of Honors students, due to the pace, depth, scope and rigor of this course. Students will take English 3 Honors in their 10th grade year and then Advanced Placement or International Baccalaureate English courses in their 11th and 12th grade years.

**English 4 Honors**

302700HW  
Grade: 12  
1 unit  
**Prerequisite: English III Honors or Teacher Recommendation**  
This course is designed to allow students to explore the course content through extensions, expanded topics and provide intense learning experiences as the culminating course for the college and career bound student. This course draws on students’ enriched skills in reading, advanced writing, speaking and listening, research and presentation to navigate the depth and complexity of literary and informational texts and ideas. Students will focus on, but are not limited to, European works and cultures outside of the United States.

**English 4**

302700CW  
Grade: 12  
1 unit  
**Prerequisite: English III**  
This course is designed to provide intense learning experiences as the culminating course for the college and career bound student. This course draws on students’ enriched skills in reading, advanced writing, speaking and listening, research and presentation to navigate the depth and complexity of literary and informational texts and ideas. Students will focus on, but are not limited to, European works and cultures outside of the United States. Through close reading, discussion and analysis of diverse themes, students will analyze and evaluate various texts, reflect and research a wide range of topics, write for a range of tasks and audiences, and formulate claims supported through text based evidence from print and digital resources. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks. A strong level of independence, analytical thought, and commitment to rigorous study is required of Honors students at this level, due to the rigid demands of this course.
students at this level, due to the rigid demands of this course.

**ENGLISH/LANGUAGE ARTS ELECTIVES**

**Academic Literacy**
**309915CW**
Grade: 9
1 unit
**Prerequisite:** None

This course will provide students with opportunities to build on their abilities as critical readers with reference to other texts and world knowledge, to understand a given text in the broader context of its genre and discipline, and to be able to interpret and apply understanding from the reading. The strategies taught will enable readers to construct new understanding by interacting within and across text, summarizing, analyzing, and evaluating by using literacy for creative and critical thinking and for problem solving.

**Broadcast Journalism 1**
**309944CW**
Grades: 10 – 12
1 unit
**Prerequisite:** Application Process, Algebra I or equivalent, 2.0 GPA or higher for Level I. For levels II, III, and IV: “C” or better in the previous course in the numbering sequence and instructor recommendation.

This course provides an introduction to the facets of live and recorded news and communication outlets. Students are engaged in creative processes and gather information to begin production of news and informational platforms.

**Broadcast Journalism 2**
**309945CW**
Grades: 10 – 12
1 unit
**Prerequisite:** Application Process, Algebra I or equivalent, 2.0 GPA or higher for Level I. For levels II, III, and IV: “C” or better in the previous course in the numbering sequence and instructor recommendation.

**Broadcast Journalism 3**
**309946CW**
Grades: 10 – 12
1 unit
**Prerequisite:** Application Process, Algebra I or equivalent, 2.0 GPA or higher for Level I. For levels II, III, and IV: “C” or better in the previous course in the numbering sequence and instructor recommendation.

**Broadcast Journalism 4**
**309947CW**
Grades: 10 – 12
1 unit
**Prerequisite:** Application Process, Algebra I or equivalent, 2.0 GPA or higher for Level I. For levels II, III, and IV: “C” or better in the previous course in the numbering sequence and instructor recommendation.

As the culmination of their broadcast and multimedia experiences, students in this course are adept at using their skills and talents in producing and sharing news and information in a variety of formats, effects, editing, and the various aspects of production including pre- and post-production. Students will use their skills and talents to create, produce and share their projects in school and community, as they prepare to enter the journalism field.

**Critical Reading**
**309931CW**
Grade: 9
1 unit
**Prerequisite:** None

Critical Reading is a course intended to provide additional support to students in English 1. Students will develop reading skills intended to improve their comprehension of complex text.

**Documentary Workshop**
**309916CW**
Grade: 9
1 unit
**Prerequisite:** None

Students will be engaging in a process that will help them foster media literacy and critical thinking skills. Through reading, writing, discussion, and research they will investigate topics of their choosing. Students will document their questions, finding, and growth. The end product of their work will be two documentaries – one produced and screened in December and one in May. The major assessment will be a portfolio and a presentation in which the student explains his or her growth over the course of the year.

**Documentary Production**
**309917CW**
Grade: 10
1 unit
**Prerequisite:** Documentary Workshop

Students will engage in inquiry, creative expression, collaboration, “on the job” community action, and critical reflection by focusing on documentary media and the use of digital tools. By using a variety of technological and information resources such as libraries, databases, computer networks, students will shoot digital video, capture digital still images and audio, edit and prepare content for the Web. Students will apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to critique, discuss, print, and non-print texts, and produce their own documentaries for public viewing. Finally, this course
uses the student's fascination with a prior knowledge of media to teach reading and writing strategies that will prepare students to be effective readers of various types of texts as they are empowered to construct new understanding and meaning within and across textual boundaries.

**Fundamentals of Research**  
309901CH  
Grades: 10 – 12  
1/2 unit  
**Prerequisite: English 1**  
Students will gain extensive information to research methodology, skills and procedures. Practical application will be used for the class so these students are exposed to the different methods of research. An introduction to measurement will be taught as well.

**Journalism 1**  
305000CW  
Grades: 9 – 12  
1 unit  
**Prerequisite: Teacher Recommendation**  
Journalism 1 introduces many facets of mass media communication and focuses on skills in clarity and consciousness of composition. Field trips to the offices of local publications and media will be scheduled, and representatives from these offices will be invited to speak to the class. Students will perform individual projects in writing for publication, scripting for broadcast, etc.

**Journalism 2**  
305100CW  
Grades: 10 – 12  
1 unit  
**Prerequisite: Journalism 1**  
Journalism 2 is designed to be an elective for students in grades 10-12 who have successfully completed Journalism 1 and desire to continue their study of writing for publications. Students will learn publication design and production and assist with school publications.

**Mythology**  
309913CH  
Grades: 10 – 12  
1/2 unit  
**Prerequisite: None**  
In mythology, students study classical legends of the Greek, Roman, and Nordic traditions, as well as some African, North American, Central and South American mythologies. The course focuses upon the influence of mythology in other genres of literature.

**Simply Shakespeare**  
309914CH  
Grades: 11 – 12  
1/2 unit  
**Prerequisite: English 2**  
This course will focus on the four main areas of Shakespeare’s works: tragedies, comedies, histories and sonnets. An in-depth study of Shakespeare’s life, the history of the Renaissance Period, and theatrical conventions will introduce the course. Students will analyze, interpret, and gain an appreciation for Shakespeare’s work.

**Speech**  
304000CH  
Grades: 9 – 12  
1/2 unit  
**Prerequisite: None**  
This course is an introduction to formal speech. Emphasis is placed on speech writing as well as speech delivery. Development of poise and confidence in front of groups will be stressed.

**Speech and Multimedia**  
529901CW  
Grades: 10 – 12  
1 unit  
**Prerequisite: None**  
This course is designed to help students organize oral presentations using Multimedia programs such as PowerPoint. Students will concentrate on stage presences, expression and vocal intonation and inflection, as well as speech.

**African-American Literature**  
309915CH  
Grades: 10 – 12  
1/2 unit  
**Prerequisite: None**  
African-American Literature acquaints students with the traditions and aesthetic values of literature descended primarily from African culture and literature that reflects the experience in America of people of African descent. An end of course assessment that reflects the impact of African culture and literature is required.

**Radio/TV/Film 1**  
309941CH  
Grades: 11 – 12  
1/2 unit  
**Prerequisite: Teacher recommendation**  
In this course, students will explore the fundamentals of communicational processes and how they apply to radio, television, and film production. Students will complete major projects in radio, television, and film. Also, students will learn about the various careers in the communications industry.

**Radio/TV/Film 2**  
309942CH  
Grades: 11 – 12  
1/2 unit  
**Prerequisite: Teacher Recommendation**  
Survey of Radio/TV/Film 2 offers students the chance to expand their knowledge of these three careers and complete further individual and group projects in these areas. Students will also briefly explore the related careers of public relations, book publishing, comics, film
animation, newspaper journalism, magazines, and the music industry.

Strategies for Reading & Writing 1
309911CW
Grade 11
1 unit
Prerequisite: Teacher Recommendation
Strategies for Reading & Writing 1 focuses on reading and writing objectives. Students will read a variety of texts in order to improve vocabulary and critical reading and thinking skills. Additionally, students will develop their writing skills through development of various types of writing.

Strategies for Reading & Writing 1
309911CH
Grades: 11 – 12
1/2 unit
Prerequisite: Teacher Recommendation
Strategies for Reading & Writing 1 (Grades 11-12) focuses upon further development of reading skills and the writing process. Students will read a variety of texts in order to improve vocabulary and critical reading and thinking skills. Additionally, students will develop their writing skills through writing practice focused on content, organization, voice, and mechanics.

Strategies for Reading & Writing 2
309912CW
Grade 12
1 unit
Prerequisite: Teacher Recommendation
Strategies for Reading & Writing 2 focuses upon analytical skills and the writing process. Students will read a variety of texts in order to improve vocabulary and critical reading and thinking skills. Additionally, students will develop their writing skills through writing practice focused on content, organization, voice, and mechanics.

Yearbook Production
376900CW
Grades: 11 - 12
1 unit
Prerequisite: Journalism 2
This is an elective course for students who have completed Journalism 2 Yearbook and who show outstanding skills in writing, design, or photography. The program includes staff organization, ad sales, and business management, feature writing, layout and design, photography and the publication process. Students will refine skills as they produce a school yearbook. This course does not take the place of any required English course.

Yearbook Production 2
379969CW
Grades: 11 - 12
1 unit
Prerequisite: Journalism 3 Honors and Instructor approval
This elective course is for students who have mastered the skills taught in Yearbook Production. The program includes experiences in scheduling, planning, leadership, accountability, budgeting, and creating guidelines, as well as writing and editing. Students involved in Yearbook Management will be responsible for seeing that the yearbook is published according to established rules and guidelines. The focus of the course is to offer students exposure to the professional media by an advanced analysis of current trends in professional print, advertising and public relations. This course does not take the place of any required English course.

English Electives 1-8

<table>
<thead>
<tr>
<th>Level</th>
<th>ELA 1</th>
<th>ELA 2</th>
<th>ELA 3</th>
<th>ELA 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>39002800</td>
<td>39003000</td>
<td>39003200</td>
<td>39003400</td>
</tr>
<tr>
<td>Level 2</td>
<td>39012800</td>
<td>39013000</td>
<td>39013200</td>
<td>39013400</td>
</tr>
<tr>
<td>Level 3</td>
<td>39022800</td>
<td>39023000</td>
<td>39023200</td>
<td>39023400</td>
</tr>
<tr>
<td>Level 4</td>
<td>39032800</td>
<td>39033000</td>
<td>39033200</td>
<td>39033400</td>
</tr>
<tr>
<td>Level 5</td>
<td>39042800</td>
<td>39043000</td>
<td>39043200</td>
<td>39043400</td>
</tr>
<tr>
<td>Level 6</td>
<td>39052800</td>
<td>39053000</td>
<td>39053200</td>
<td>39053400</td>
</tr>
<tr>
<td>Level 7</td>
<td>39062800</td>
<td>39063000</td>
<td>39063200</td>
<td>39063400</td>
</tr>
<tr>
<td>Level 8</td>
<td>39072800</td>
<td>39073000</td>
<td>39073200</td>
<td>39073400</td>
</tr>
<tr>
<td>Level 9</td>
<td>39122800</td>
<td>39123000</td>
<td>39123200</td>
<td>39123400</td>
</tr>
<tr>
<td>Level 10</td>
<td>39132800</td>
<td>39133000</td>
<td>39133200</td>
<td>39133400</td>
</tr>
<tr>
<td>Level 11</td>
<td>39142800</td>
<td>39143000</td>
<td>39143200</td>
<td>39143400</td>
</tr>
</tbody>
</table>

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. These classes do not meet the English graduation requirements.

English Language Arts 1-4
Grades: 9 - 12
1 unit (General Elective)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>ELA 1</th>
<th>ELA 2</th>
<th>ELA 3</th>
<th>ELA 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>39002800</td>
<td>39003000</td>
<td>39003200</td>
<td>39003400</td>
</tr>
<tr>
<td>Level 2</td>
<td>39012800</td>
<td>39013000</td>
<td>39013200</td>
<td>39013400</td>
</tr>
<tr>
<td>Level 3</td>
<td>39022800</td>
<td>39023000</td>
<td>39023200</td>
<td>39023400</td>
</tr>
<tr>
<td>Level 4</td>
<td>39032800</td>
<td>39033000</td>
<td>39033200</td>
<td>39033400</td>
</tr>
<tr>
<td>Level 5</td>
<td>39042800</td>
<td>39043000</td>
<td>39043200</td>
<td>39043400</td>
</tr>
<tr>
<td>Level 6</td>
<td>39052800</td>
<td>39053000</td>
<td>39053200</td>
<td>39053400</td>
</tr>
<tr>
<td>Level 7</td>
<td>39062800</td>
<td>39063000</td>
<td>39063200</td>
<td>39063400</td>
</tr>
<tr>
<td>Level 8</td>
<td>39072800</td>
<td>39073000</td>
<td>39073200</td>
<td>39073400</td>
</tr>
<tr>
<td>Level 9</td>
<td>39122800</td>
<td>39123000</td>
<td>39123200</td>
<td>39123400</td>
</tr>
<tr>
<td>Level 10</td>
<td>39132800</td>
<td>39133000</td>
<td>39133200</td>
<td>39133400</td>
</tr>
<tr>
<td>Level 11</td>
<td>39142800</td>
<td>39143000</td>
<td>39143200</td>
<td>39143400</td>
</tr>
</tbody>
</table>

The purpose of this course is to assist students to develop skills for application to practical real world experiences.
Essentials of English 1-4
Grades: 9 - 12
1 unit (English credits for Employability Certificate)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>390000CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390001CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390002CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390003CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390004CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390005CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390006CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390007CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390012CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390013CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390014CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Essentials of English 1-4 emphasize English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. These courses will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for each course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond.

SPECIAL AREAS FOR HIGH SCHOOL

English for Speakers of Other Languages 1
308401CW
Grades: 9 – 12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation.

This course is designed as an introduction to the English language and culture using the communicative approach to language learning. This support class is designed to provide instruction to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

English for Speakers of Other Languages 2
408002CW
Grade: 9-12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation.

This course is a sequel to English as a Second Language I. Students continue English language acquisition through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

English for Speakers of Other Languages 3
408103CW
Grade: 9-12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation.

In this course, students will continue the study of the English language through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

English for Speakers of Other Languages 4
408204CW
Grade: 9-12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation.

In this course, students will continue the study of the English language through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.
**English for Speakers of Other Languages Literacy**

*308500CW*

*Grade: 9-12*

*1 unit*

**Prerequisite:** ACCESS or W-APT scores with teacher recommendation

In this course Students continue English language acquisition through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

---

**Secondary Literacy**

*308600CW*

*Grade: 9-12*

*1 unit*

**Prerequisite:** ACCESS or W-APT scores with teacher recommendation

In this course Students continue English language acquisition through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

---

**Secondary Literacy 2**

*308700CW*

*Grade: 9-12*

*1 unit*

**Prerequisite:** ACCESS or W-APT scores with teacher recommendation

In this course Students continue English language acquisition through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

---

**Secondary Literacy 3**

*308800CW*

*Grade: 9-12*

*1 unit*

**Prerequisite:** ACCESS or W-APT scores with teacher recommendation

In this course Students continue English language acquisition through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.
MATHEMATICS
Four units of math are required for graduation. Students enrolled in these courses will receive 1 unit towards the four required for graduation per course.

Foundations in Algebra
411600CW
Grade: 9
1 unit
Prerequisite: None
This course is designed for students who scored at “does not meet expectations” or “approaches expectations” achievement level on the mathematics portion of the 8th grade state assessment. The critical areas taught in this course deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. They must also take Intermediate Algebra next year to complete the Algebra standards that will be assessed on the SC 11th grade assessment. If this course is followed by Algebra 1 instead of Intermediate Algebra, this course will be counted as a general elective and not a math elective required for graduation. (Please see the “Note about Algebra” at the end of this Mathematics section.)

Intermediate Algebra
411700CW
Grades: 10
1 unit
Prerequisite: Foundations in Algebra
This course extends the mathematics students learned in the Foundations in Algebra course to include piecewise, absolute value, logarithmic, and step functions. Students will select from these functions to model phenomena. They will build on their knowledge of rational exponents to see structure in and create polynomial, simple rational and simple radical expressions. Students will also learn to use the method of completing the square to transform any quadratic equation, while also deriving the quadratic formula. Quadratic equations will be solved utilizing multiple methods. Students enrolled in this course will take a South Carolina End-of-Course Exam that will count 20% of their final grade. (Please see the “Note about Algebra” at the end of this Mathematics section.)

Algebra 1
411400CW
Grades: 9 – 10
1 unit
Prerequisite: Mastery of middle level SC state mathematics
This course is designed for students who have completely mastered the middle level SC state math standards and are ready to begin moving into advanced topics. Emphasis is placed on deepening and extending understanding of linear and exponential relationships by contrasting them with each other, to include arithmetic and geometric sequences. Students will engage in methods for analyzing, solving, and using quadratic functions. Other areas of focus will be utilizing rational exponents, systems involving quadratic expressions, using functions to model relationships, interpreting functions, and making judgments about the appropriateness of linear models. Students enrolled in this course will take a South Carolina End-of-Course Exam that will count 20% of their final grade.

Algebra 1 Honors
411400HW
Grade: 9
1 unit
Prerequisite: District eligibility criteria and Grade of 80 or better in 8th grade Mathematics
This course is designed for students who have completely mastered the middle level SC state math standards and are ready for advanced topics and the Honor’s level rigor. Emphasis is placed on deepening and extending understanding of linear and exponential relationships by contrasting them with each other, to include arithmetic and geometric sequences. Students will engage in methods for analyzing, solving, and using quadratic functions. Other areas of focus will be utilizing rational exponents, systems involving quadratic expressions, using functions to model relationships, interpreting functions, and making judgments about the appropriateness of linear models. Students enrolled in this course will take a South Carolina End-of-Course Exam that will count 20% of their final grade.

Geometry
412200CW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 or Foundations in Algebra and Intermediate Algebra
The fundamental purpose of the course is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized in this course. Some additional areas of focus will be reasoning to complete geometric constructions, prove theorems - using a variety of formats, apply similarity in right triangles to understand right triangle trigonometry, develop the law of sine and cosine, write the equation of circles, and continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Geometry Honors
412200HW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 Honors; Recommended: Grade of 80 or higher in Algebra 1
This course is designed for students who have demonstrated exceptional mathematical capabilities
during the study of Algebra 1. This course facilitates the continuation of work to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized in this course. Some additional areas of focus will be reasoning to complete geometric constructions, prove theorems - using a variety of formats, apply similarity in right triangles to understand right triangle trigonometry, develop the law of sine and cosine, write the equation of circles, and continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. The course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Geometry CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Algebra 2
411500CW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 or Foundations in Algebra and Intermediate Algebra; Recommended: Grade of 80 or higher in Algebra 1
This course continues to build on work with linear, quadratic, and exponential functions to include polynomial, rational, and radical functions. Students work closely with expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The critical areas of this course will build on work with trigonometric ratios and circles in Geometry to model periodic phenomena, understand the Fundamental Theorem of Algebra, explore the effects of transformations on graphs of diverse functions, and identify appropriate types of functions to model a situation, and adjust parameters to improve the model. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Algebra II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Algebra 2 Honors
411500HW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1; Recommended: Grade of 80 or higher in Algebra 1 Honors Grade of 90 or higher in Algebra 1 with teacher recommendation.
This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra 1 and Geometry. This course facilitates the continuation of work with linear, quadratic, and exponential functions to include polynomial, rational, and radical functions. Students work closely with expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The critical areas of this course will build on work with trigonometric ratios and circles in Geometry to model periodic phenomena, understand the Fundamental Theorem of Algebra, explore the effects of transformations on graphs of diverse functions, and identify appropriate types of functions to model a situation, and adjust parameters to improve the model. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Algebra II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Algebra 3
411300CW
Grades: 10 – 12
1 unit
Prerequisite: Algebra 2
This course is designed for the student who has successfully completed Algebra 2, but is not ready for the academic rigor of Pre-Calculus Honors. The course will review solving equations and inequalities, graphing, factoring, and systems of equations. Course content includes the study of many types of functions: linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and a unit on trigonometry. Students completing this course are prepared for a subsequent study of Pre-Calculus either at the high school or college level.

Pre-Calculus
413101CW
Grades: 10 – 12
1 unit
Prerequisite: Algebra 2, Geometry; Recommended: Grade of 80 or higher in Algebra 2 Honors; Grade of 90 or higher in Algebra 2 with teacher recommendation; Grade of 80 or higher in Algebra 3 with teacher recommendation.
This course is designed for students who plan to take AP Calculus. Course content includes a study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. Access to a graphing calculator is needed outside the classroom.
Pre-Calculus Honors
413101HW
Grades: 10 – 12
1 unit
Prerequisite: Algebra 2, Geometry; Recommended: Grade of 80 or higher in Algebra 2 Honors; Grade of 90 or higher in Algebra 2 with teacher recommendation; Grade of 80 or higher in Algebra 3 with teacher recommendation.
This course is designed for students who plan to take AP Calculus. Course content includes a study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. Access to a graphing calculator is needed outside the classroom. The course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Pre-Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Probability and Statistics
414100CW
Grades 10-12
1 unit
Prerequisite: Algebra 1
This course includes the study of up-to-date statistical topics and techniques needed to understand consumer-oriented statistics encountered routinely in newspapers and other media. Students engage in the collection, organization, display, analysis and interpretation of data. Students will use graphing calculators and/or computer software as tools for solving problems.

Discrete Mathematics
414200CW
Grades: 11 – 12
1 unit
Prerequisite: Algebra 2, Geometry; Recommended: Grade of 70 or higher in prerequisite courses.
This course includes the study of mathematical properties of sets and systems that have a finite number of elements. The topics include set theory, logic, graph theory, numeration systems and number theory, modeling, consumer mathematics, descriptive statistics, and apportionment (fairness, voting methods). Students will use graphing calculators and/or computer software as tools for solving problems.

Calculus
413500CW
Grades 11-12
1 unit
Prerequisite: Pre-Calculus; Recommended: Grade of 70 or higher in Pre-Calculus Honors; Grade of 80 or higher in Algebra 3 with teacher recommendation.
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are reviewed and extended. Additional topics include limits, derivatives and simple integration techniques with their applications for problem solving. Access to a graphing calculator is needed outside the classroom.

Calculus Honors
413500HW
Grades 11-12
1 unit
Prerequisite: Pre-Calculus Honors or Algebra 3 with teacher recommendation; Recommended: Grade of 70 or higher in Pre-Calculus Honors Grade of 90 or higher in Algebra III with teacher recommendation.
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are extended. Additional topics include limits, derivatives and simple integration techniques with their applications for problem solving. Access to a graphing calculator is needed outside the classroom. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

MATHEMATICS ELECTIVES
Students enrolled in these courses WILL NOT receive 1 unit towards the 4 required for graduation in mathematics.

Mathematics Seminar 1
319941CW
Grade: 9
1 unit
Prerequisite: None
This companion course may be utilized along with the Foundation in Algebra course.
Mathematics Seminar
319942CW
Grade: 10
1 unit
Prerequisite: None
This companion course may be utilized along with the Intermediate Algebra course.

Strategies for Mathematics I
319912CW,
Grade: 9-10
1 unit
Prerequisite: None
This course is designed to help students meet the state standard on the Algebra I End-of-Course Exam.

Strategies for Mathematics II
31993CW,
Grade: 10-11
1 unit
Prerequisite: None
This course is designed to help students meet the state standards on the ACT Work Keys.

Mathematics Electives 1-8
Grades: 9 – 12
1 unit
Level 1 390R37CH 390R38CW
Level 2 390R39CH 390R40CW
Level 3 390R41CH 390R42CW
Level 4 390R43CH 390R44CW
Level 5 390R67CH 390R68CW
Level 6 390R69CH 390R70CW
Level 7 390R71CH 390R72CW
Level 8 390R73CH 390R74CW
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.

Mathematics 1-4
Grades: 9 - 12
1 unit
<table>
<thead>
<tr>
<th>Math 1</th>
<th>Math 2</th>
<th>Math 3</th>
<th>Math 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>39003601</td>
<td>39003801</td>
<td>39004001</td>
<td>39004201</td>
</tr>
<tr>
<td>39013601</td>
<td>39013801</td>
<td>39014001</td>
<td>39014201</td>
</tr>
<tr>
<td>39023601</td>
<td>39023801</td>
<td>39024001</td>
<td>39024201</td>
</tr>
<tr>
<td>39033601</td>
<td>39033801</td>
<td>39034001</td>
<td>39034201</td>
</tr>
<tr>
<td>39043601</td>
<td>39043801</td>
<td>39044001</td>
<td>39044201</td>
</tr>
<tr>
<td>39053601</td>
<td>39053801</td>
<td>39054001</td>
<td>39054201</td>
</tr>
<tr>
<td>39063601</td>
<td>39063801</td>
<td>39064001</td>
<td>39064201</td>
</tr>
<tr>
<td>39073601</td>
<td>39073801</td>
<td>39074001</td>
<td>39074201</td>
</tr>
<tr>
<td>39123601</td>
<td>39123801</td>
<td>39124001</td>
<td>39124201</td>
</tr>
<tr>
<td>39133601</td>
<td>39133801</td>
<td>39134001</td>
<td>39134201</td>
</tr>
<tr>
<td>39143601</td>
<td>39143801</td>
<td>39144001</td>
<td>39144201</td>
</tr>
</tbody>
</table>

Mathematics Electives 1-8
Grades: 9 – 12
1 unit
<table>
<thead>
<tr>
<th>Essentials of Math 1</th>
<th>Essentials of Math 2</th>
<th>Essentials of Math 3</th>
<th>Essentials of Math 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>390100CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390101CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390102CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390103CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390104CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390105CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390106CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390107CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390112CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390113CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390114CW TBD TBD TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The purpose of this course is to assist students to develop skills for application to practical real world experiences.
Essentials of Mathematics 1-4
Grades: 9-12
0.5 unit (Math credits for Employability Certificate)

<table>
<thead>
<tr>
<th>Essentials of Math 1</th>
<th>Essentials of Math 2</th>
<th>Essentials of Math 3</th>
<th>Essentials of Math 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>390100CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390101CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390102CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390103CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390104CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390105CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390106CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390107CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390112CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390113CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390114CH</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Essentials of Math 1-4 emphasize basic mathematical concepts needed to compute real-world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. These courses will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond.

Note about Algebra: Students must not enroll in Foundations in Algebra (4116) prior to ninth grade. A school that offers Foundations in Algebra (4116) must subsequently offer Intermediate Algebra (4117). Students who successfully complete Foundations in Algebra (4116) must subsequently enroll in Intermediate Algebra (4117). Upon completion of this two-course sequence, students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of the second course, Intermediate Algebra (4117). Students may not receive mathematics credits for both Foundations in Algebra (4116) and Algebra 1 (4114). In that case, one course will receive mathematics credit; the other will receive elective credit. Students who have a final average of D in Algebra 1 (4114) may subsequently enroll in Intermediate Algebra (4117). Students who complete Intermediate Algebra (4117) after Algebra 1 (4114) must re-take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Intermediate Algebra (4117). During the 2018–19 school year only, a student that takes Intermediate Algebra (4117) after Algebra 1 (4114) may have both credits count as mathematics credits for graduation.

(Source: SCDE Activity Coding System handbook, July 19, 2018; page 42; emphasis is from the original document.)
Three units of laboratory science are required for graduation with a South Carolina High School Diploma. The South Carolina Commission on Higher Education recommends four units of science be taken in all four fields of biology, chemistry, physics and earth science for students who wish to pursue a career in science, math, engineering or technology. Most four-year colleges require three to four laboratory science courses.

Biology 1
322100CW
Grades: 9 – 10
1 unit
Prerequisite: None; Recommended: Ninth Grade - Algebra 1
This course is an introductory laboratory science course designed to engage students in scientific and engineering practices including problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of the following biological and ecological concepts: essential functions of life take place within cells or systems of cells, essential processes within organisms require energy which in most ecosystems must be transferred from the Sun and converted into chemical energy, specific mechanisms by which characteristics or traits are transferred from one generation to the next via genes, the complexity of ecosystems and the interactive systems that include both biological communities and physical components of the environment, and biological evolution and diversity of life. Students take the state required End-of-Course Examination Program (EOCEP) when enrolled in Biology 1.

Biology 1 Honors
322100HW
Grades: 9 – 10
1 unit
Prerequisite: Honors placement based on previous year placement in an honors science class and teacher recommendation; Recommended: Completion of Algebra 1
This course is an introductory honors laboratory science course designed to engage students in scientific and engineering practices including problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of the following biological and ecological concepts: essential functions of life take place within cells or systems of cells, essential processes within organisms require energy which in most ecosystems must be transferred from the Sun and converted into chemical energy, specific mechanisms by which characteristics or traits are transferred from one generation to the next via genes, the complexity of ecosystems and the interactive systems that include both biological communities and physical components of the environment, and biological evolution and diversity of life. This course will accelerate and enrich the core curriculum by differentiating the content, process, pace and expectation of work completed by the student. Students who successfully complete the more rigorous work and pace will earn a weighted credit. Students take the state required End-of-Course Examination Program (EOCEP) when enrolled in Biology 1 Honors. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Biology CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Chemistry 1
323100CW
Grades: 10 – 12
1 unit
Prerequisite: Biology 1 and Algebra 1 or equivalent math course(s).
This course is designed to provide an introduction to major chemistry concepts and engage students in laboratory experiences that will allow students to utilize scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types of chemical solutions including acids and bases, types, the causes, and the effects of chemical reactions, and the conservation of energy and energy transfer. This course requires a working knowledge of algebra for success.

Chemistry 1 Honors
323100HW
Grades: 10 – 12
1 unit
Prerequisite: Honors Biology 1 or Biology 1 with teacher recommendation and Algebra 1
This course is designed to provide an introduction to major chemistry concepts and engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types of chemical solutions including acids and bases, types, the causes, and the effects of chemical reactions, and the conservation of energy and energy transfer. This course will accelerate the enrich core curriculum by differentiating the content, process, pace and expectation of work completed by the student. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course requires a working knowledge of algebra 1 for success. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are
aligned to the South Carolina State Standards in Chemistry CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Earth Science
326500CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth’s geosphere, the relationship between Earth’s conditions over geologic time and the effect on the diversity of organisms found on Earth, the dynamics of Earth’s atmosphere, and Earth’s freshwater and ocean systems.

Earth Science Honors
326500HW
Grades: 11– 12
1 unit
Prerequisite: None; Recommendation: Eighth grade science and teacher recommendation or placement in honors science prior to taking the course.
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth’s geosphere, the relationship between Earth’s conditions over geologic time and the effect on the diversity of organisms found on Earth, the dynamics of Earth’s atmosphere, and Earth’s freshwater and ocean systems. This course is designed to accelerate and enrich the core curriculum requiring higher-order thinking exercise including a research or a science project. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Earth Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Physics
324100CW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1; Recommended: Geometry
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world. Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course.

Physics Honors
324100HW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1 Honors or Chemistry 1 and teacher recommendation; Pre-Calculus or currently enrolled in Pre-Calculus and science teacher recommendation
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world. Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course. This course will accelerate and enrich the core curriculum by differentiating the content, process, pace and expectation of work completed by the students. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physics CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

SCIENCE ELECTIVES

Physical Science
321100CW
Grades: 9 – 10
1 unit
Prerequisite: None
This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter; Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This is not a laboratory science course and cannot be counted as one of the three laboratory science credits for the credits required to graduate with a South Carolina Diploma.
### Physical Science Honors
**321160HW**
Grades: 9 – 10
1 unit
**Prerequisite:** None
This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter. Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This Honors curriculum is designed to accelerate and enrich the core curriculum requiring higher order thinking exercises including a research or a science project. This is not a lab science course. This is not a laboratory science course and cannot be counted as one of the three laboratory science credits for the credits required to graduate with a South Carolina Diploma. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physical Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

### Biology 2
**322200CW**
Grades: 11 – 12
1 unit
**Prerequisite:** Biology 1; **Recommended:** Chemistry 1
This course is a continuation of Biology 1 designed for students who have successfully completed Biology 1, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or plan to take duel credit biology courses. The course will stress science as a process, molecules and cells, heredity and evolution, organisms and populations and interdependence in nature. This course is taught as a rigorous, introductory college level course. Laboratory course work is an integral part of this course.

### Biology 2 Honors
**322200HW**
Grades: 11 – 12
1 unit
**Prerequisite:** Biology 1 and teacher recommendation or Biology 1 Honors; **Recommended:** Chemistry 1 Honors
This course is a continuation of Biology 1 Honors and is designed for students who have completed, excelled in Biology 1 or successfully completed Biology 1 Honors, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or take dual enrollment biology courses. The course will stress science as a process, molecules and cells, heredity and evolution, organisms and populations and interdependence in nature. Students will be required to complete comprehensive laboratory activities and assignments including additional reading and research. This course is taught as a rigorous, introductory college level course. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Biology II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

### Chemistry 2
**323200CW**
Grades: 11 – 12
1 unit
**Prerequisite:** Chemistry 1, concurrent enrollment in Pre-Calculus and/or teacher recommendation; **Recommended:** Grade of B or higher in Algebra 2
This course is designed as a continuation of Chemistry 1, for students who have successfully completed Chemistry 1, plan to take chemistry courses in college, plan to enter the Advanced Placement Chemistry program or dual enrollment chemistry courses. Stress will be placed on problem solving in the areas of equilibrium, acid-base chemistry, bonding, electrochemistry and thermodynamics.

### Chemistry 2 Honors
**323200HW**
Grades: 11 – 12
1 unit
**Prerequisite:** Chemistry 1 Honors or Chemistry 1 with teacher recommendation; concurrent enrollment in Pre-Calculus and/or teacher recommendation
This course is designed for students who have excelled in Chemistry 1 or successfully completed Chemistry 1 Honors, plan to take chemistry courses in college, plan to enter the Advanced Placement Chemistry program or dual credit. Stress will be placed on problem solving in the areas of equilibrium, acid-base chemistry, bonding, electrochemistry and thermodynamics. Students also will be required to complete an extensive lab program of equations inequalities, polynomials, graphing, quadratics, and statistics. The curriculum is designed to accelerate the enrich core curriculum by differentiating the content, process, pace and work completed by the student. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Chemistry II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content. Students will be expected to complete additional work beyond the regular curriculum.
Astronomy

325100CW

Grades: 11 – 12

1 unit

Prerequisite: Algebra 1 and Geometry

The course develops students’ knowledge and appreciation for the observable universe through scientific investigation. Concepts will include the history of astronomy showing how the ideas of past and current astronomers are based on core scientific disciplines. Students will examine familiar celestial objects in the solar system and continue with more distant objects such as stars, nebulae and galaxies. Kepler’s and Newton’s laws will be used as a basis for understanding motion of objects in space. Satellite motion and space exploration will be examined. Understanding and application of mathematics will be required for success in the course. Laboratory investigations will be part of the course.

Marine Science

322510CW

Grades: 11-12

1 unit

Prerequisite: Biology 1 and Chemistry 1

This laboratory science course is designed to meet the needs of students who show an interest in obtaining in-depth awareness of coastal and marine systems. The course will include a study of the biological, physical, chemical and geological aspects of marine science. Lab, classwork, and independent research are required for students to gain an in-depth understanding of how the multiple scientific disciplines interact and impact marine ecosystems. The course integrates current events and topics in marine science with textbook information. Required dissections of marine organisms enhance the study of these unique animals.

Marine Science Honors

322520HW

Grades: 11-12

1 unit

Prerequisite: Biology 1 and Chemistry 1 and teacher recommendation or Honors Biology 1 and Honors Chemistry 1

This laboratory science course is designed to meet the needs of students who show an interest in obtaining in-depth awareness of coastal and marine systems. The course will include a study of the biological, physical, chemical and geological aspects of marine science. Lab, classwork, and independent research are required for students to gain an in-depth understanding of how the multiple scientific disciplines interact and impact marine ecosystems. The course integrates current events and topics in marine science with textbook information. Required dissections of marine organisms enhance the study of these unique animals. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Marine Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content. Students will be expected to gain expert opinions and will be required to present their findings. Laboratory investigations in the classroom will further student understanding of the complexity and ambiguity of empirical work.

Anatomy and Physiology

326300CW

Grades: 11 – 12

1 unit

Prerequisite: Biology 1; Recommended: Grade of ‘B’ or better in Biology 1

This course is designed to give students an understanding of some of the major concepts of the human anatomy and physiology with applications to the health sciences. Students will learn about the relationship between the structures found in the human body and the functions of those structures. This course will involve extensive laboratory work dealing with the human body. Some of the areas of discussion will be the structure and function of the cells, tissues, organs and organ systems of the body.

Anatomy and Physiology Honors

326300HW

Grades: 11 – 12

1 unit

Prerequisite: Honors Biology 1 or Biology 1, and teacher recommendation; Recommended: Grade of ‘B’ or better in Honors Biology 1

This course is designed to give students an understanding of some of the major concepts of the human anatomy and physiology with applications to the health sciences. Students will learn about the relationships between the structures found in the human body and the functions of those structures. This course will involve extensive laboratory work dealing with the human body. Some of the areas of discussion will be the structure and function of the cells, tissues, organs and organ systems of the body. The curriculum provides extended enrichment by differentiating the content process, pace and expectation of work completed by the students. Honors students will be required to complete additional reading and projects to expand on the curriculum. Students will be expected to gain expert opinions and will be required to present their findings from these projects. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Anatomy and Physiology CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.
Environmental Studies
326100CH
Grades: 11 – 12
1/2 unit
Prerequisite: Biology 1; Recommended: 1 additional unit of science
This course is designed to allow students to develop an awareness of the environment. Students will understand the manner in which the various aspects of the natural world are interrelated and analyze environmental hazards, natural and man-made, with the goal of using scientific thinking to propose solutions or prevention of risks to our environment. It will deal with man’s interrelationship to the total environment and his responsibilities to it. This course is interdisciplinary and will draw on knowledge from previous science courses.

Forensic Science
324500CW
Grades: 11 – 12
1 unit
Prerequisite: Biology 1 and Chemistry 1
Forensic Science is an intense application of knowledge and skills acquired in Biology and Chemistry courses. Following a brief introduction to criminal law, students use measurement, chemical analysis, and other laboratory techniques to study the types of physical evidence, as well as the crime scene as a whole. The class format includes lectures, laboratory investigations and mandatory participation in a mock crime scene.

Science 1-4
Grades: 9 - 12
1 unit
<table>
<thead>
<tr>
<th>Science 1</th>
<th>Science 2</th>
<th>Science 3</th>
<th>Science 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>39004402</td>
<td>39004602</td>
<td>39004802</td>
<td>39005002</td>
</tr>
<tr>
<td>39014402</td>
<td>39014602</td>
<td>39014802</td>
<td>39015002</td>
</tr>
<tr>
<td>39024402</td>
<td>39024602</td>
<td>39024802</td>
<td>39025002</td>
</tr>
<tr>
<td>39034402</td>
<td>39034602</td>
<td>39034802</td>
<td>39035002</td>
</tr>
<tr>
<td>39044402</td>
<td>39044602</td>
<td>39044802</td>
<td>39045002</td>
</tr>
<tr>
<td>39054402</td>
<td>39054602</td>
<td>39054802</td>
<td>39055002</td>
</tr>
<tr>
<td>39064402</td>
<td>39064602</td>
<td>39064802</td>
<td>39065000</td>
</tr>
<tr>
<td>39074402</td>
<td>39074602</td>
<td>39074802</td>
<td>39075002</td>
</tr>
<tr>
<td>39124402</td>
<td>39124602</td>
<td>39124802</td>
<td>39125002</td>
</tr>
<tr>
<td>39134402</td>
<td>39134602</td>
<td>39134802</td>
<td>39135002</td>
</tr>
<tr>
<td>39144402</td>
<td>39144602</td>
<td>39144802</td>
<td>39145002</td>
</tr>
</tbody>
</table>

The course is designed to give students an understanding of the fundamental concepts in physical science.

Essentials of Science 1-4
Grades: 9 - 12
1 unit (Science credits for Employability Certificate)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>390200CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390201CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390202CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390203CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390204CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390205CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390206CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390207CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390212CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390213CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390214CW TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Essentials of Science 1-4 emphasize the Biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. These courses will allow students to engage in problem solving, decision-making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond.

36
SOCIAL STUDIES
One unit of U.S. history, one half unit of government, one half unit of economics, and one additional unit of social studies are required in the diploma program. Four units are highly recommended. After the completion of certain courses in this section, students can earn credits through the work-based program. Work based numbers for these courses are listed at the end of this section. Students can seek approval and assistance with this program from their counselor.

World Geography
331000CW
Grades: 9 - 10
1 unit
Prerequisite: None
This course is designated as a social studies elective. The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. The course standards are not meant to be taught in order or in isolation. Conceptual in nature rather than place-specific, the course is taught from a regional perspective. Critical thinking should be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction.

World Geography Honors
331000HW
Grades: 9 - 10
1 unit
Prerequisite: None
This course is designated as a social studies elective. This course is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. The course standards are not meant to be taught in order or in isolation. Critical thinking should be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in World Geography CP level courses and the Profile of the South Carolina Graduate.

Law Education
333600CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designated as a social studies elective. This course offers a practical approach to law-related education. This course is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people.

World History
336000CW
Grades: 9 - 10
1 unit
Prerequisite: None
This course is designated as a social studies elective. World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people.

World History Honors
336000HW
Grade: 10
1 unit
Prerequisite: None
This course is designated as a social studies elective. The curriculum for World History honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in World History CP level courses and the Profile of the South Carolina Graduate.
US History and the Constitution
332000CW
Grade: 11
1 unit
Prerequisite: Successful completion Of World Geography or World History
This course meets the graduation requirements for social studies. This course is designed to meet the state graduation requirement for U.S. history. The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven.

US History and the Constitution Honors
332000HW
Grades: 11
1 unit
Prerequisite: Successful completion of World Geography Honors, World History Honors or AP Human Geography
This course meets the graduation requirements for social studies. The curriculum for U.S. History Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in US History and the Constitution CP level courses and the Profile of the South Carolina Graduate.

Foundations of the American Nation
339900CW
Grades: 10
1 unit
Prerequisite: None
This course does not satisfy the state graduation requirement for the other social studies elective; however it serves as a general elective. Students will be exposed to primary documents and other readings appropriate to the subject matter in an attempt to build both reading skills and critical thinking skills. Students will learn to analyze primary source materials, determine their relevance and draw conclusions. In addition, students will learn to read and interpret maps, charts, and graphs and political articles.

African-American History
339907CH
Grades: 10 – 12
1/2 unit
Prerequisite: None
This course is designated as a social studies elective. This course is designed for students to explore the role of the African-Americans during the colonial period, the Civil War, on the frontier, the civil rights struggle and present times. Students will study African-American role models in common careers and explore the many cultural contributions in music (jazz), literature and visual arts. This course complements the study of African-American Literature.

United States Government Honors
333000CH
Grade: 12
1/2 unit
Prerequisite: Successful completion of US History and the Constitution Honors.
This course meets the graduation requirements for social studies. In United States Government, students examine the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills they need in order to understand and participate wisely in the American political system. United States Government examines basic political theory and governmental systems, American political development theory, the constitutional basis and structure of American government, and citizen involvement in the political system.

United States Government Honors
333000HH
Grades: 12
1/2 unit
Prerequisite: Successful completion of US History and Constitution Honors.
This course meets the graduation requirements for social studies. The curriculum for American Government Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. In United States Government, students examine the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills they need in order to understand and participate wisely in the American political system. United States Government examines basic political
theory and governmental systems, American political development theory, the constitutional basis and structure of American government, and citizen involvement in the political system. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in US Government CP level courses and the Profile of the South Carolina Graduate.

**Economics**

**335000CH**

Grade: 12

1/2 unit

**Prerequisite: None**

This course meets the graduation requirements for social studies. Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. This course helps students understand personal finances as required by state law.

**Economics Honors**

**335000HH**

Grade: 12

1/2 unit

**Prerequisite: Successful completion of United Government Honors or US History and Constitution Honors.**

This course meets the graduation requirements for social studies. The curriculum for Economics Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace, and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. This course helps students understand personal finances as required by state law. Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Economics CP level courses and the Profile of the South Carolina Graduate.

**Psychology**

**334000CW**

Grades: 11 – 12

1 unit

**Prerequisite: None**

This course is designated as a social studies elective. This course is designed to help students learn to apply scientific observation and explanation of human behavior. The first part of this course emphasizes the evolutionary development of this new social science from its roots in philosophy to the use of the scientific method to demonstrate mind/ body relationships. The second part of this course focuses on biological foundations for human growth and development throughout the human life cycle and elevates student awareness of interpersonal relationships and social problem-solving skills.

**Social Studies 1-4**

**Grades: 9 - 12**

1 unit

<table>
<thead>
<tr>
<th>Soc Stu 1</th>
<th>Soc Stu 2</th>
<th>Soc Stu 3</th>
<th>Soc Stu 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>39008403</td>
<td>39008603</td>
<td>39008803</td>
<td>39009003</td>
</tr>
<tr>
<td>39018403</td>
<td>39018603</td>
<td>39018803</td>
<td>39019003</td>
</tr>
<tr>
<td>39028403</td>
<td>39028603</td>
<td>39028803</td>
<td>39029003</td>
</tr>
<tr>
<td>39038403</td>
<td>39038603</td>
<td>39038803</td>
<td>39039003</td>
</tr>
<tr>
<td>39048403</td>
<td>39048603</td>
<td>39048803</td>
<td>39049003</td>
</tr>
<tr>
<td>39058403</td>
<td>39058603</td>
<td>39058803</td>
<td>39059003</td>
</tr>
<tr>
<td>39068403</td>
<td>39068603</td>
<td>39068803</td>
<td>39069003</td>
</tr>
<tr>
<td>39078403</td>
<td>39078603</td>
<td>39078803</td>
<td>39079003</td>
</tr>
<tr>
<td>39128403</td>
<td>39128603</td>
<td>39128803</td>
<td>39129003</td>
</tr>
<tr>
<td>39138403</td>
<td>39138603</td>
<td>39138803</td>
<td>39139003</td>
</tr>
<tr>
<td>39148403</td>
<td>39148603</td>
<td>39148803</td>
<td>39149003</td>
</tr>
</tbody>
</table>

**Sociology**

**334500CW**

Grades: 11-12

1 unit

**Prerequisite: None**

This course is designated as a social studies elective. Students critically examine how and why humans form groups and the methods they use to maintain group cohesiveness. Students observe and predict human behavior within groups. Special emphasis will be placed on the social circumstances that influence human thoughts, feelings, ideas and actions. There is an emphasis on the application of sociological research to analyze social, political, and economic conditions within the American society. After examining the scope of the science of sociology, students develop skills in identifying and analyzing social problems that arise as American communities develop and evolve.
Essentials of Social Studies 1-4
Grades: 9 - 12
1 unit (Social Studies credits for Employability Certificate)

Essentials of Social Studies 1-4
Grades: 9 - 12
0.5 unit (Social Studies credits for Employability Certificate)

<table>
<thead>
<tr>
<th>Essentials of SS 1</th>
<th>Essentials of SS 2</th>
<th>Essentials of SS 3</th>
<th>Essentials of SS 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>390300CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390301CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390302CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390303CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390304CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390305CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390306CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390307CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390312CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390313CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390314CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Essentials of Social Studies 1-4 emphasize the United States History and the Constitution course of study aligned to the South Carolina Standards and the Profile of the South Carolina Graduate. These courses will provide a reward of literacy for the 21st century student. This course will allow students to engage in problem solving, decision-making, critical thinking, and applied learning required in citizenship. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond.
WORLD LANGUAGES
Six years of French, Spanish, and Latin and four years of German and Chinese are offered for high school credit. Students planning to attend a public college or university in South Carolina must have completed a minimum of two or three units of the same world language. It is strongly recommended that all college bound students complete three to four units of the same world language.

All world language courses are performance-based in three modes of communication: interpretive, interpersonal, and presentational. Learners accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, perspectives, and interactions of and within the target culture(s).

Chinese 1
461101CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designed as an introduction to the Chinese language and culture using an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

Chinese 2
461202CW
Grades: 10 – 12
1 unit
Prerequisite: Chinese 1
This course is a sequel to Chinese 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Mid to Novice-High Range)

Chinese 3
461303CW
Grades: 11 – 12
1 unit
Prerequisite: Chinese 2
This course is a sequel to Chinese 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year student will be able to understand the topic and main idea in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

Chinese 3 Honors
461303HW
Grades: 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in Chinese 2
This course is a sequel to Chinese 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)
Chinese 4 Honors
461404HW
Grades: 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in Chinese 3 Honors
This course is a sequel to Chinese III. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate Low Range)

Introduction to High School French
369921CW
Grades: 9 - 11
1 unit
Prerequisite: None
This course is an introductory level to French Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range). This course does not count as a World Language elective for state or college entry requirements. This is a general elective course.

French 1
361101CW
Grades: 9 – 10
1 unit
Prerequisite: French Production and Communication and/or Teacher recommendation
This course is designed as a sequel to French Production and communication. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

French 2
361202CW
Grades: 9 – 11
1 unit
Prerequisite: French 1
This course is a sequel to French 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

French 3
361303CW
Grades: 9 – 12
1 unit
Prerequisite: French 2
This course is designed to offer students who have completed at least two units of French an opportunity to continue their language study. Through this course, students will improve their conversation skills and their written expression. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate Low-Mid Range)

French 3 Honors
361303HW
Grades: 9 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in French 2
This course is a sequel to French 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate Low-Mid Range)
competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate-Mid Range)

**French 4 Honors**  
**361404HW**  
**Grades: 10 – 12**  
**1 unit**  
**Prerequisite:** Teacher recommendation – Grade higher than 80 in French 3 Honors  
This course is a sequel to French 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)

**French 5 Honors**  
**361505HW**  
**Grades: 11 – 12**  
**1 unit**  
**Prerequisite:** Teacher recommendation – Grade higher than 80 in French 4 Honors  
This course is designed to offer students who have successfully completed French 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students’ linguistic and cultural enrichment. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes)

**German 1**  
**362101CW**  
**Grades: 9 – 12**  
**1 unit**  
**Prerequisite:** None  
This course is designed as an introduction to the German language. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

**German 2**  
**362202CW**  
**Grades: 10 – 12**  
**1 unit**  
**Prerequisite:** German 1  
This course is a sequel to German 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

**German 3**  
**362303CW**  
**Grades: 10 – 12**  
**1 unit**  
**Prerequisite:** German 2  
This course is a sequel to German 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will
be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honor student will be able to understand the topic and main idea in authentic materials; understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original sentences and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate-Mid Range)

German 3 Honors
362303HW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in German 2
This course is a sequel to German 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate-Mid Range)

German 4 Honors
362404HW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in German 3 Honors
This course is a sequel to German 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)

Introduction to High School Latin
369931CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is an introductory level to Latin Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range). This course does not count as a World Language elective for state or college entry requirements. This is a general elective course.

Latin 1
363101CW
Grades: 9 – 12
1 unit
Prerequisite: Latin Production and Communication and/or Teacher recommendation
This course is a sequel to Latin Production and Communication. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

Latin 2
363202CW
Grades: 9 – 11
1 unit
Prerequisite: Latin 1
This course is a sequel to Latin 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication,
and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

**Latin 3**
363303CW
Grades: 9 – 12
1 unit
**Prerequisite: Latin 2**
This course is a sequel to Latin 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate Low-Mid Range)

**Latin 3 Honors**
363303HW
Grades: 9 – 12
1 unit
**Prerequisite: Teacher recommendation – Grade higher than 80 in Latin 2**
This course is a sequel to Latin 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale. (Intermediate Mid-Range)

**Latin 4 Honors**
363404HW
Grades: 10 – 12
1 unit
**Prerequisite: Teacher recommendation – Grade higher than 80 in Latin 3 Honors**
This course is a sequel to Latin 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their understanding of the literature of ancient Rome, and their linguistic and cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversions, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)

**Latin 5 Honors**
363605HW
Grades: 11 – 12
1 unit
**Prerequisite: Teacher recommendation – Grade higher than 80 in Latin 4 Honors**
This course is designed to offer students who have successfully completed Latin 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students’ linguistic and cultural enrichment. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes)

**Introduction to High School Spanish**
369941CW
Grades: 9 – 11
1 unit
**Prerequisite: None**
This course is an introductory level to Spanish Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their understanding of the culture of ancient Rome, and their linguistic and cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range). Some may begin to demonstrate Intermediate-High characteristics in some of the modes. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students’ linguistic and cultural enrichment. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes).
Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range). This course does not count as a World Language elective for state or college entry requirements. This is a general elective course.

**Spanish 1**  
**365101CW**  
**Grades: 9 – 10**  
**1 unit**  
**Prerequisite: Spanish Production and Communication and/or Teacher recommendation**  
This course is designed as a sequel to Spanish Production and communication. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

**Spanish 2**  
**365202CW**  
**Grades: 9 – 11**  
**1 unit**  
**Prerequisite: Spanish 1**  
This course is a sequel to Spanish 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

**Spanish 3**  
**365303CW**  
**Grades: 9 – 12**  
**1 unit**  
**Prerequisite: Spanish 2**  
This course is a sequel to Spanish 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The

**Spanish 3 Honors**  
**365300HW**  
**Grades: 9 – 12**  
**1 unit**  
**Prerequisite: Teacher recommendation – Grade higher than 80 in Spanish 2**  
This course is a sequel to Spanish 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale. (Intermediate Mid-Range)

**Spanish 4 Honors**  
**365404HW**  
**Grades: 10 – 12**  
**1 unit**  
**Prerequisite: Teacher recommendation – Grade higher than 80 in Spanish 3 Honors**  
This course is a sequel to Spanish 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The
student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)

**Spanish 5 Honors**  
**365505HW**  
**Grades:** 11 – 12  
**1 unit**  
**Prerequisite:** Teacher recommendation – Grade higher than 80 in Spanish 4 Honors  
This course is designed to offer students who have successfully completed Spanish 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students’ linguistic and cultural enrichment. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes)
PHYSICAL EDUCATION
The physical education courses in the high school are organized so that students participate in a variety of activities. One unit of ROTC or P.E. 1 is required for graduation.

Physical Education 1 *(Required for Graduation)*
344100CW
Grades: 9
1 unit
Prerequisite: None
Physical Education 1 meets the graduation requirements for the State Department of Education. The physical education course in the high school is organized so that students participate in a variety of activities. This course meets the South Carolina Academic Standards for Physical Education and is the foundation course for all other physical education courses. One unit of JROTC or P.E. 1 is required for graduation. (The qualifying JROTC courses are 375110CW, 375120CW, or 375130CW.)

PHYSICAL EDUCATION ELECTIVES

Physical Education 2
344201CW
Grades: 10-12
1 unit
Prerequisite: Physical Education 1
Physical Education 2 is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Physical Education 3: Aerobics
344203CH
Grades: 10 – 12
1/2 unit
Prerequisite: Physical Education 1
Aerobics is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Physical Education 2: Basketball/Aerobics
344224CH
Grades: 10 – 12
1/2 unit
Prerequisite: Physical Education 1
Basketball/Aerobics is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Physical Education 2: Basketball/Weightlifting
344238CH
Grades: 10 – 12
1/2 unit
Prerequisite: Physical Education 1
Basketball/Weightlifting is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Physical Education 2: Individual Sports
344211CH
Grades: 10 – 12
1/2 unit
Prerequisite: Physical Education 1
Individual Sports is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Physical Education 2: Team Sports
344201CH
Grades: 10 – 12
1/2 unit
Prerequisite: Physical Education 1
Team Sports is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Physical Education 2: Weightlifting
344205CH
Grades: 10 – 12
1/2 unit
Prerequisite: Physical Education 1
Weightlifting is an elective course at the high school level for students who have successfully completed the physical education requirement for graduation.

Body Conditioning 1
349911CW
Grade: 10
1 unit
Prerequisite: Successful completion of Physical Education 1
This course is a beginning level of weight training for males and females who are interested in improving their overall health and fitness levels. This course will be an introduction for most students with a focus on weight training that will also include a continuation of flexibility and cardiovascular fitness from the Personal Fitness and Lifetime Activity curriculum. The points of emphasis will be on students’ creating a healthy lifestyle and functional body weight to enjoy physical activities throughout their lifetime. This course is a starting point to gain muscular strength and muscular endurance following a teacher designed program.

Body Conditioning 2
349912CW
Grades: 10 – 12
1 unit
Prerequisite: Physical Fitness/Body Conditioning 1
This is a continuation of body conditioning for the students who are serious about their health and fitness level. All male and female students will be able to continue to gain muscular strength and muscular endurance through weight training and cardiovascular activities. This course is advanced and comprehensive in weight training, flexibility, and cardiovascular exercises with a specialized approach. All students can lift for specialized needs, either personal or athletic. The
demands for this class will be more personalized with teacher-student involvement in creating programs. All students will design their own programs based upon a personal assessment.

**Body Conditioning 3**  
**349913CW**  
**Grades: 11 – 12**  
**1 unit**  
**Prerequisite: Physical Fitness/Body Conditioning 2**

This course is designed for the student/athlete who has successfully completed the first two years of the Physical Fitness/Body Conditioning curriculum. The course is designed for the student/athlete who has a serious commitment to continuing to develop their bodies and create a lifestyle that they want to live. This course is highly advanced weight training and very specialized for the student's personal needs. All students will design an individual program with their own goals in mind. This will be done in conjunction with the teacher's assistance. The specialized sport programs can be implemented and designed for personal as well as athletic goals.

**HEALTH**

**Personal Health and Wellness (Required for Graduation)**  
**340200CH**  
**Grade: 9-12**  
**1/2 unit**  
**Prerequisite: None**

Personal Health and Wellness meets the graduation requirements for Richland School District One. Personal Health and Wellness is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent disease. A minimum of 750 minutes of reproductive health, pregnancy prevention, and sexually transmitted disease along with consumer health, environmental health, growth and development, nutritional health, personal health prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, and mental and emotional health is required by the Comprehensive Health Education Act of 1988 in addition to community health. Erin's Law and Ronald Rouse's Law are embedded within the curriculum. One half unit of Personal Health and Wellness is required for graduation.

**Family and Community Health**  
**340100CH**  
**Grade: 9-12**  
**1/2 unit**  
**Prerequisite: None**

Family and Community Health is an elective Health course that expands upon the personal health course to include instructional units on: public/community health issues; health services, providers and resources; consumer health, safety; and environmental health. This course does not meet the requirement for Personal Health and Wellness.
JROTC

Students must be medically qualified to participate in a rigorous program of drill and physical fitness training. JROTC courses (375110CW or 375120CW or 375130CW) will meet the P.E. 1 requirement for graduation. These courses are highly recommended for students who are interested in this career field or if they want to develop self-discipline.

Army JROTC

375110CW

Grades: 9 – 10
1 unit

Prerequisite: Student must be medically qualified to participate in a rigorous program of drill and physical fitness training

This course introduces the Army JROTC program and prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American Citizens. Cadets receive basic instruction in oral and written communications, study habits, leadership, physical fitness, drill, ceremonies, first aid, military history, and citizenship. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-up, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of this course will entitle cadets to advanced rank in the Army and will also meet a graduation requirement for one unit in PE or JROTC 1.

Army JROTC 2

375210CW

Grades: 10 – 12
1 unit

Prerequisite: Successful completion of Leadership Education and Training 1 (77 or better), and approval by the senior instructor

Students must be medically qualified to participate in a rigorous program of drill. Cadets demonstrate knowledge of the ethical values and principles of good citizenship and display basic leadership skills. They receive instruction in wellness, fitness, first aid, substance abuse, citizenship, drill, ceremonies, and service learning. These cadets serve in “first line” leadership positions in the cadet battalion and assist in some instruction presented to first-year cadets. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-up, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college Army ROTC and/or advanced rank in the military services.

Army JROTC 3

375310CW

Grades: 11 – 12
1 unit

Prerequisite: Successful completion of Leadership Education and Training 2 (80 or better), rank of SGT or higher, and approval by the senior instructor.

Students must be medically qualified to participate in a rigorous program of drill

Cadets practice problem solving/decision-making techniques while serving in “middle management” leadership positions in the cadet battalion. They receive instruction in leadership, drill, public speaking, conflict resolution, career planning, financial planning, citizenship, and service learning. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-up, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college Army ROTC and/or advanced rank in the military services.

Army JROTC 4

375410CW

Grades: 11 – 12
1 unit

Prerequisite: Successful completion of Leadership Education and Training 3 (85 or better), rank of SFC or higher, and approval by the senior instructor.

Students must be medically qualified to participate in a rigorous program of drill and physical fitness training

Cadets practice problem solving/decision-making techniques while serving in key leadership and staff positions in the cadet battalion. Under instructor guidance, they run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. They receive instruction in the Department of Defense, leadership, financial planning, teaching skills, drill, ceremonies, and fitness. They assist in all instruction to younger cadets. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-up, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college Army ROTC and/or advanced rank in the military services.
Army JROTC 5  
375415CW  
Grade: 12  
1 unit  
Prerequisite: Successful completion of Leadership Education and Training 4 (90 or better), rank of Cadet Officer or higher, and approval by the senior instructor. Students must be medically qualified to participate in a rigorous program of drill  
Cadets continue to practice problem solving/decision-making techniques while serving in top leadership and staff positions in the cadet battalion. Under instructor guidance, the cadets run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-up, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college Army ROTC and/or advanced rank in the military services.

Army JROTC 6  
375416CW  
Grade: 12  
1 unit  
Prerequisite: Successful completion of Leadership and Training 4 (90 or better), rank of Cadet Officer or higher, and approval by the senior instructor. Students must be medically qualified to participate in a rigorous program of drill and physical fitness training  
Cadets continue to practice problem solving/decision-making techniques while serving in top leadership and staff positions in the cadet battalion. Under instructor guidance, the cadets run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-up, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college Army ROTC and/or advanced rank in the military services.

Army JROTC 1 and 2  
375411CH, 375412CH  
Grades: 10 – 12  
1/2 unit each  
Prerequisite: Approval of the senior instructor. Students must be medically qualified to participate in a rigorous program of drill and physical fitness training  
These courses provide an opportunity for cadets to practice the leadership and drill skills taught in the regular course, to study material not taught in the regular courses because of time, and to further develop teaching and leading techniques. Areas of concentration may include: drill, exhibition drill, color guard duties, saber drill, battalion parades, leadership, communications, first aid, battalion staff functions, physical training, adventure training, survival, summer camp preparation, marksmanship safety, and formal functions. The Army uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets will be assigned areas of study based on needs of the unit, their individual skill levels, and their personal desires. Under instructor guidance, the cadets will be expected to determine essential questions for each learning unit, develop strategies for answering the questions, and help determine the performance criteria through group efforts. NOTE: Army JROTC Leadership Seminar I is not a prerequisite for Army JROTC Leadership Seminar II.

Aerospace Education 1  
375130CW  
Grades: 9 – 12  
1 unit  
Prerequisite: None  
The course contains three subject areas Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%). This is an introductory course to be taken by first year cadets. Aerospace Science study includes the history of aviation, cultural studies of six world regions, the science of flight, space exploration, astronomy, survival and management. Leadership Education offers students many opportunities to shape their character. Elements of good citizenship are instilled in students. They are introduced to the Air Force organizational structure, uniform wear, military customs and courtesies, flag etiquette, citizenship in the United States, first aid, health and wellness, fitness, individual self-control, basic drill and ceremonies, and effective communication. The Air Force uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course. Successful completion of this course will meet the graduation requirement for one course in JROTC or PE.
Aerospace Education 2  
**375230CW**  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite:** Successful completion of Aerospace Education 1 and recommendation of the senior instructor  
Aerospace Education 2 is a continuation of the core curriculum of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%); new topics in Aerospace Science and Leadership Education will be introduced in each successive year of Aerospace Education. Special attention is given to having Aerospace Education 2 students teach much of the Air Force drill and ceremonies, proper uniform wear, and exercises in the Health and Wellness Classes. The Air Force uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course.

Aerospace Education 3  
**375330CW**  
**Grades:** 11 – 12  
**1 unit**  
**Prerequisite:** Successful completion of Aerospace Education 2 and recommendation of the senior instructor  
Aerospace Education 3 is a continuation of the core curriculum of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%); new topics in Aerospace Science and Leadership Education will be introduced in each successive year of Aerospace Education. Special attention is given to having Aerospace Education 3 students assume more responsible leadership positions and management of the class planning, logistics and administrative functions. Students will continue to teach much of the Air Force drill and ceremonies, proper uniform wear, and exercises in the Health and Wellness Classes. The Air Force uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course.

Aerospace Education 4  
**375430CW**  
**Grades:** 11 – 12  
**1 unit**  
**Prerequisite:** Successful completion of Aerospace Education 3 and recommendation of the senior instructor  
Aerospace Education 4 is a continuation of the core curriculum of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%). This class emphasizes leadership, communication skills, and responsibility. Fourth-year cadets will focus on their individual concepts of leadership, teamwork, and effective and efficient cadet corps organization. Physical fitness planning, teaching, training, and execution will be expected from students in this class. The Air Force uniform must be worn one entire school day each week.

Aerospace Education 5  
**375435CW**  
**Grades:** 11 – 12  
**1 unit**  
**Prerequisite:** Minimum of two Aerospace Education credits for Aerospace Education 4, rank of Cadet Officer or higher, and the recommendation of the senior instructor  
Aerospace Education 5 is a continuation of the core curriculum of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%). Students selected for this class will normally be the top leaders in the Corps of Cadets. This class will meet separately from other Aerospace Education classes. Under instructor guidance, the cadets are responsible for the day-to-day JROTC operations - planning of all activities, and maintaining administrative and logistical files. The cadets assist in instruction to junior cadets and some will be responsible for teaching basic skills. The AFJROTC uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course.

Aerospace Advanced Skills 1  
**375131CW**  
**Grades:** 9 – 12  
**1 unit**  
**Prerequisite:** One or more units of JROTC (any service) and recommendation of the senior instructor  
A performance oriented course which provides opportunities for cadets to practice and hone skills taught in other Aerospace Education Classes. This class will focus on learning and developing techniques to improve performance in one or more of the following skill sets: Drill Team, Honor guard, Saber Team, Color Guard, Aviation Adventure Team, Aircraft Recognition Team, Archery Team, or Kitty Hawk Air Society. The course curriculum will be comprised of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%). The AFJROTC uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course.

Aerospace Advanced Skills 2  
**375212CW**  
**Grades:** 9 – 12  
**1 unit**  
**Prerequisite:** One or more units of JROTC (any service) and recommendation of the senior instructor  
A performance oriented course which provides opportunities for cadets to practice and hone skills taught in other Aerospace Education Classes. Cadets will take a leadership role in mentoring, teaching, and training other cadets on fundamental skills. This class will focus on learning and developing techniques to
improve performance in one or more of the following skill sets: Drill Team, Honor guard, Saber Team, Color Guard, Aviation Adventure Team, Aircraft Recognition Team, Archery Team, or Kitty Hawk Air Society. The course curriculum will be comprised of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%). The AFJROTC uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course.

Aerospace Advanced Skills 3 375333CW
Grades: 9 – 12
1 unit
Prerequisite: One or more units of JROTC (any service) and recommendation of the senior instructor
A performance oriented course which provides opportunities for cadets to practice and hone skills taught in other Aerospace Education Classes. Cadets in this class will typically be the senior leaders of an AFJROTC performance based team. They will be responsible for organizing, planning, training, and mentoring the team to peak performance. This class will focus on learning and developing techniques to improve performance in one or more of the following skill sets: Drill Team, Honor guard, Saber Team, Color Guard, Aviation Adventure Team, Aircraft Recognition Team, Archery Team, or Kitty Hawk Air Society. The course curriculum will be comprised of Aerospace Science (40%), Leadership Education (40%), and Health and Wellness (20%). The AFJROTC uniform must be worn one entire school day each week. Cadets do not incur any military obligation by participating in this course.

Naval Science 1 375120CW
Grades: 9 – 12
1 unit
Prerequisite: Students must be physically qualified to participate in a rigorous program of drill and physical fitness training. Depending on medical history, a District Sports Physical may be required
This course introduces the Naval JROTC program. Cadets study the organization of the Navy, Naval operations, Naval history, leadership, health education, basic navigation, and seamanship. They learn basic military drill movements, how to march as part of a unit such as a squad, platoon, or company; and how to master the various close-order drill movements with and without rifles. Cadets learn how to be followers being led by more senior cadets, participate in physical fitness training, and take part in sports and events. The Naval uniform must be worn one entire school day each week and as otherwise scheduled. Those successfully completing Naval Science I may be selected to attend special basic military training at Mini-Boot Camp. Cadets do not incur any military obligation. However, the successful completion of 2 or more years of JROTC may entitle cadets to advanced rank in the military services.

Successful completion of this course will meet the graduation requirement for one unit of PE or JROTC 1.

Naval Science 2 375220CW
Grades: 10 – 12
1 unit
Prerequisite: Successful completion of Naval Science 2 and recommendation of the senior instructor
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training. Cadets study naval history, leadership, oceanography, first aid, maritime geography, and basic navigation. All cadets improve their marching and leadership abilities by participating in close-order drill sessions with and without rifles, by commanding other cadets in marching movements, and by conducting and taking part in physical fitness training and sports. The Naval uniform must be worn one entire school day each week and as otherwise scheduled. Those successfully completing Naval Science II may be selected for a summer Leadership Academy. Cadets do not incur any military obligation. However, the successful completion of 2 or more years of JROTC may entitle cadets to advanced rank in the military services.

Naval Science 3 375320CW
Grades: 11 – 12
1 unit
Prerequisite: Successful completion of Naval Science 2 and the recommendation of the senior instructor
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training to include, but not limited to push-ups, sit-ups. Cadets study Navy history, leadership, astronomy, meteorology, military law, and international law. They participate in and command close-order drill marching units, with and without weapons. They undergo survival training and participate in organized sports. The Naval uniform must be worn one entire school day each week and as otherwise scheduled. Cadets successfully completing Naval Science III may be selected for further special summer military training. Cadets do not incur any military obligation. However, the successful completion of 2 or more years of JROTC may entitle cadets to advanced rank in the military services.

Naval Science 4 375420CW
Grades: 11 – 12
1 unit
Prerequisite: Successful completion of Naval Science 3 and the recommendation of the senior instructor
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training to include, but not limited to pushups, sit-ups. Cadets do independent study of government, military law,
leadership, first aid, and life aboard naval vessels. They also act as teacher assistants for Naval Science I, II, and III courses. All cadets experience various leadership situations as they perform as the officer corps of the unit. They instruct and command other cadets in close order drill, personnel inspections and physical fitness training. The Navy uniform must be worn one entire school day each week and as otherwise scheduled. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to advanced rank in the military services.

**Naval Science 5**

**375425CW**  
**Grades: 11 – 12**  
**1 unit**  
**Prerequisite: Successful completion of Naval Science 4, and the recommendation of the senior instructor**  
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training to include, but not limited to push-ups, sit-ups. Cadets continue to practice problem solving/decision-making techniques while serving in the top leadership and staff positions in the cadet company. Under instructor guidance, the cadets are responsible for the day-to-day NJROTC unit operations, planning of all activities, and maintaining administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic military skills. The Navy uniform must be worn one entire school day each week and as otherwise scheduled. Cadets enrolled in this class must also complete NJROTC physical fitness requirements. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to advanced rank in the military services.

**Naval Science 6**

**375426CW**  
**Grades: 11 – 12**  
**1 unit**  
**Prerequisite: Successful completion of Naval Science 5 and the recommendation of the senior instructor**  
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training to include, but not limited to push-ups, sit-ups. Cadets continue to practice problem solving/decision-making techniques while serving in the top leadership and staff positions in the cadet company. Under instructor guidance, the cadets are responsible for the day-to-day NJROTC unit operations, planning of all activities, and maintaining administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic military skills. The Navy uniform must be worn one entire school day each week and as otherwise scheduled. Cadets enrolled in this class must also complete NJROTC physical fitness requirements. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to advanced rank in the military services.

**Naval Advanced Skills 1, 2, 3, 4**

**375121CW, 375222CW, 375323CW, 375424CW**  
**Grades: 9 – 12**  
**1 unit each**  
**Prerequisite: One or more units of JROTC (any service); active Drill, Rifle, Academic Team, Color Guard, and/or principal staff member; and recommendation of the senior instructor**  
These performance oriented courses provide an opportunity for cadets to practice and extend skills not taught in the regular courses because of time, to further develop teaching and learning techniques, and to build Drill, Rifle, Color, and Academic Team proficiency. Areas of concentration may include: regulation and exhibition drill, color guard duties, sword drill, company/battalion parades, reviews and inspections, leadership and decision-making, map reading, land and sea navigation, physical fitness training, marksmanship safety, staff procedures and briefing techniques, and summer training preparation. The NJROTC uniform must be worn one entire school day each week and/or as otherwise scheduled. Cadets will be assigned areas of study based on needs of the unit, their individual skill levels, and their personal desires. Under instructor guidance, the cadets will be expected to determine essential questions for each learning unit, develop strategies for answering the questions, and help determine the performance criteria through group efforts. Also the courses need not be taken in sequence. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to advanced rank in the military services.

**Naval Leadership Seminar 1, 2**

**375421CH, 375422CH**  
**Grades: 10 – 12**  
**1/2 unit each**  
**Prerequisite: Concurrent enrollment in regular JROTC course during the school year and recommendation of the senior instructor. Students must be physically qualified to participate in a rigorous program of drill and physical fitness training to include, but not limited**  
These courses provide an opportunity for cadets to practice and expand the leadership and military skills taught in the regular course, refine public speaking skills through practical application, and apply naval supply and administration procedures. Areas of concentration may include: ceremonies, planning and conduct of formal inspections, joint JROTC operations, the study of national strategy, staff planning, effective counseling techniques, naval supply functions, naval leadership traits, principals and practice, the theory of human motivation, Summer Leadership Camp preparation, advanced physical training techniques, and competition marksmanship application. Students are required to complete a selected Navy Correspondence Course. The Navy uniform must be worn one entire school day each week and as otherwise scheduled. Cadets will be assigned areas of study based on needs of the unit, their
individual skill levels, and their personal desires. Under instructor guidance, the cadets will be expected to determine essential questions for each learning unit, develop strategies for answering the questions, and help determine the performance criteria through group efforts.

**Summer Leadership School 1**

375141CH  
**Grades:** 9 – 10  
**1/2 unit**  
**Prerequisite:** One or more units of Junior ROTC and recommendation of the senior instructor  
Summer Leadership School is an intense round-the-clock performance oriented course that provides students an opportunity to learn leadership roles in their school and units. Students are placed in a living leadership laboratory and perform various leadership and fellowship roles each day. The curriculum consists of 36 hours of academic training involving classes in peer mediation, buddy first aide, drill and ceremonies, land navigation, marksmanship, orientation, leadership skills, problem solving, and teamwork. An additional 36 hours of training involves participation in sportsmanship, physical training, and leadership roles practice. Students are scored in individual and team phases of training. Students live in student dormitories on the training campus under supervision and guidance of instructors. Students must wear the prescribed uniform during training.

**Summer Leadership School 2**

375242CH  
**Grades:** 10 – 11  
**1/2 unit**  
**Prerequisite:** Successful completion of Summer Leadership 1, two or more units of Junior ROTC, and recommendation of the senior instructor  
Summer Leadership School is an intense round-the-clock performance-oriented course that provides an opportunity for cadets to learn leadership roles in their school and units. Second year students are placed in a living leadership laboratory and perform various leadership and training roles as cadre each day. The cadre cadets are placed in operational and support positions and are responsible to instruct or assist in instruction of various activities such as drill and ceremonies, land navigation, marksmanship, physical training, orienteering, leadership reaction problems, problem solving, teamwork, and sportsmanship exercises. Cadre Cadets are scored in individual and team phases of training. Students live in student dormitories on the training campus under supervision and guidance of instructors. Cadre, under the supervision of an instructor, are directly responsible for the training of SLS I cadets. Note: Students must be in top physical shape due to the intensity of the training.

**Summer Leadership School 3**

375343CH  
**Grades:** 11 – 12  
**1/2 unit**  
**Prerequisite:** Successful completion of Summer Leadership 1 and II, three or more units of Junior ROTC, and recommendation of the senior instructor  
Summer Leadership School is an intense round-the-clock performance oriented course that provides an opportunity for cadets to learn leadership roles in their schools and units. Third year students are placed in a living leadership laboratory and perform various leadership and training roles. These cadets perform the top leadership roles of the school and responsible to lead and train the SLS I and II cadets. Cadre cadets lead in activates such as drill and ceremonies, land navigation, marksmanship, physical training, orienteering, leadership reaction problems, problem solving, teamwork, and sportsmanship exercises, SLS cadets are scored in individual and team phases of training. Students live in student dormitories on the training campus under supervision and guidance of instructors. NOTE: Students must be in top physical shape due to the intensity of the training.

**Ground School for Flying**

375437CW  
**Grades:** 11 - 12 (10, in exceptional cases)  
**1 unit**  
**Prerequisite:** Minimum one year of JROTC in any service. Instructor recommendation. (Instructor may require concurrent enrollment in JROTC 2, 3, or 4  
Private Pilot Ground School. This is an Aviation Fundamental course that will prepare the student for the Federal Aviation Administration (FAA) Private Pilot written examination. The course includes a brief overview of airplanes and their components, principles of flight basic aerodynamic principles related to the four forces of flight, meteorology for pilots, basic navigation, aviation physiology, aircraft systems and performance, and FAA regulations. This ground school course is an advanced, in-depth study of aerospace topics and is the foundation for students interested in receiving a private pilot’s license. When the course is completed, the students should be prepared to take and pass the FAS examination. As with other JROTC courses, cadets will be expected to meet or exceed grooming standards and conform to the rules and regulations that govern the JROTC program.
Visual and Performing Arts include Music (Instrumental and Vocal), Dance, Theatre (with Technical Theatre) and the Visual Arts. Students planning to attend a public college or university in South Carolina must have completed a minimum of one unit in Fine Arts (also known as Visual and Performing Arts). These courses provide an opportunity for students to gain knowledge and hands-on experiences in the Visual and Performing Arts and reinforce the objectives outlined in the Profile of the S.C. Graduate by preparing learners to meet new challenges in college and career readiness through contextual knowledge, training, and life and career skills that will create a better prepared workforce for tomorrow (Prepared by the SC College and Career Readiness in the Arts Task Force, 2016). The arts allow students to celebrate and preserve our cultural heritages and explore the realms of expression, imagination and creativity resulting in new knowledge. Through these courses, students may learn about, create, and value visual and performing arts. These courses are aligned to the SC College- and Career- Ready Standards for Visual and Performing Arts Proficiency which are organized according to the artistic process: Creating; Producing, Performing, Presenting, Responding, and Connecting.

**Instrumental Music: Band – Exploratory**

359901CW

**Grades:** 9 – 12

**1 unit**

**Prerequisite:** Interest; Teacher Approval

This course is for students who have not been enrolled in the regular sequence of the District Band Curriculum. It is designed to assist students in developing skills and talents to perform and participate in high school ensembles. Instruction will be based on the District Middle School Band Curriculum Guide. Limited ensemble participation which includes performances and rehearsals outside of regularly scheduled school hours may be required. Scope includes tone quality and intonation, rhythm and meter, keys, scales, rudiments, notation, mechanics of the instrument, individual and group performance, sight-reading and ear training, form and analysis, music history, humanistic skills, and aesthetic valuing.

**Instrumental Music: Band – Concert 1, 2, 3, 4**

353111CW, 353212CW, 353313CW, 353414CW

**Level 1:** Grades: 9 – 12

**Level 2:** Grades: 10 – 12

**Level 3:** Grades: 11 – 12

**Level 4:** Grade: 12

**1 unit each**

**Prerequisite:** For Level 1: “C” or higher in previous courses in the numbering sequence for Instrumental Music: Band - Concert. Required rehearsals and performances outside of regularly scheduled school hours are an integral part of the course work. Scope includes tone quality and intonation, rhythm and meter, keys, scales, rudiments, notation, mechanics of the instrument, individual and group performance, sight-reading and ear training, form and analysis, music theory, humanistic skills and aesthetic valuing. This course may be offered as a complete ensemble consisting of brass, woodwind, and percussion, or as a single section, or as a combination of any two.

**Instrumental Music: Band – Concert 3 Honors & 4 Honors**

353313HW, 353414HW

**Level 3:** Grades: 11 – 12

**Level 4:** Grade: 12

**1 unit each**

**Prerequisite:** “C” or higher in previous courses in the numbering sequence of Instrumental Music: Band - Concert; teacher approval.

These courses are designed for advanced students who have successfully completed previous courses in Instrumental Music: Band - Concert and who are interested in pursuing honors credit. The level 3 and 4 honors courses are more demanding than the CP level of Instrumental Music: Band –Concert, and include extension, acceleration and enrichment activities. Students will be required to perform advanced instrumental techniques. Students are required to participate in ensembles outside of the school setting, take an active leadership role in the band organization, meet a required level of personal practice, and, at level 4 honors, successfully complete personalized honors level projects which integrate rigorous, complex, challenging, and creative activities. Students must show growth in assessments aligned with honors level curriculum. These courses may be offered as a complete ensemble consisting of brass, woodwind, and percussion, or as a single section, or as a combination of any two.
Instrumental Music: Band – Marching 1, 2, 3, 4
353122CW, 353222CW, 353323CW, 353424CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Instrumental Music: Band – Marching 1: “C” or higher in Instrumental Music: Band - Advanced; teacher approval. For Instrumental Music: Band - Marching 2, 3 & 4: “C” or higher in previous courses in the numbering sequence of Instrumental Music: Band – Marching course is required.

These courses are for students who have experience in instrumental music either through individual instruction or in an advanced middle school band program. Scope includes tone quality and intonation, rhythm and meter, notation and marching. After-school and weekend rehearsals and performances are required as well as enrollment in the comparable Concert Band course. It is recommended that students also enroll in the Instrumental Music: Band - Concert course that parallels the marching band course.

Instrumental Music: Band – Marching 3 Honors & 4 Honors
353323HW, 353424HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 unit each
Prerequisite: “C” or higher in previous courses in the numbering sequence of Instrumental Music: Band -Marching; teacher approval.

These courses are designed for advanced students who have successfully completed previous courses in Instrumental Music: Band -Marching and who are interested in pursuing honors credit. The level 3 and 4 honors courses are more demanding than the CP level of Instrumental Music: Band- Marching, and include extension, accelerations and enrichments activities. Students will be required to perform advanced musical techniques, meet a required level of personal practice, as well as perform in a variety of leadership roles including, but not limited to: drum majors, band captains, drill instructors, squad leaders, librarians, uniform managers, and band officers, and, at level 4 honors, successfully complete personalized honors level projects which include rigorous, complex, challenging, and creative activities. Students must show growth in assessments aligned the honors level curriculum. It is recommended that students also enroll in the Instrumental Music: Band - Concert course that parallels the marching band course.

Instrumental Music: Jazz Band 1, 2, 3, and 4
453122CW, 453222CW, 453322CW, 453422CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Instrumental Music: Jazz Band 1, Audition; teacher approval. For Instrumental Music: Jazz Band 2, 3, and 4: “C” or higher in previous course in the numbering sequence; teacher approval.

These courses are designed for students with previous experience in playing brass, percussion or woodwind instruments. They are performance-oriented courses providing individualized and group instruction in the various styles of modern music. Specifics of jazz articulation and phrasing, rock music techniques, rhythm and blues and improvisations will be developed. Expanded musical repertoire, styles, and genres will be studied. A historical and social perspective of jazz and rock will be explored. Material studied in these courses will not typically be covered in the regular concert or marching band courses.

Instrumental Music: Guitar 1, 2, 3 and 4
356701CW, 458002CW, 458103CW, 458204CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Instrumental Music: Guitar 1: Teacher approval and student interest. For Instrumental Music: Guitar 2, 3, and 4: Previous course in the numbering sequence of Guitar.

These courses provide students with group and individualized instruction in beginning through advanced guitar. Students will learn guitar principals, basic music theory, and the fundamentals of song structure. Students will explore varied repertoire, styles, and techniques. Scope includes instrument maintenance, mechanics, musical notation and tablature, rhythm and meter, scales, chords and chord progressions, tone quality, and intonation. Required rehearsals and performances outside of regularly scheduled school hours are an integral part of course work.

Instrumental Music: Guitar 3 Honors and Guitar 4 Honors
458103HW, 458204HW
Grades: 11 – 12
Level 4: Grade: 12
1 unit each
Prerequisite: Previous courses in the numbering sequence and teacher approval.

These courses are designed for advanced students who have successfully completed previous courses in Instrumental Music; Guitar and are interested in pursuing honors credit. The level 3 and 4 honors courses are more demanding than the CP level of Instrumental
Students will develop the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from different parts of the world create and respond to music. Students then will apply the same criteria to improving their own work. Students will have the opportunity to perform in the class setting, as well as in public performance. They will develop principles of ensemble membership and responsibilities that accompany the care of those relationships, and the care of the equipment entrusted to them. Rehearsals and performances outside of class time are required.

**Instrumental Music: Steel Drums 3**  
454803CW  
Grades: 10 – 12  
1 unit  
**Prerequisite:** Steel Drums 2; basic music reading and writing skills; teacher approval  
This rigorous course is designed for high school students with Steel Drum experience, to further develop and refine Artistic Expression; their ability to read, play, improvise and compose music on Steel drums. Immersed in all aspects of music, students transpose songs, analyze harmonic progressions, sight-read accurately and expressively, and analyze music as to musical elements, techniques and use of form. Creative expression allows them to perform by themselves and in ensembles a more complex repertoire of music with accuracy and artistry. Students will study the historical and cultural context of musicians, and the historical aspects and music developed in various cultures and time periods. Students will develop aesthetic valuing; the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from different parts of the world create and respond to music. Students then will apply the same criteria to improving their own work, and explore connections, relationships, and applications how music relates to careers and occupations. Students will have the opportunity to perform in the class setting, as well as in public performance. They will develop principles of ensemble membership and responsibilities that accompany the care of those relationships, and the care of the equipment entrusted to them. Rehearsals and performances outside of class time are required.

**Instrumental Music: Steel Drums 4**  
454804CW  
Grades: 10 – 12  
1 unit  
**Prerequisite:** Steel Drums 3; basic music reading and writing skills; teacher approval  
This rigorous course is designed for high school students with Steel Drum experience, to further develop and refine Artistic Expression; their ability to read, play, improvise and compose music on Steel drums. Immersed in all aspects of music, students transpose songs, analyze harmonic progressions, sight-read accurately and expressively, and analyze music as to
musical elements, techniques and use of form. Creative expression allows them to perform by themselves and in ensembles a more complex repertoire of music with accuracy and artistry. Students will study the historical and cultural context of musicians, and the historical aspects and music developed in various cultures and time periods. Students will develop aesthetic valuing; the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from different parts of the world create and respond to music. Students then will apply the same criteria to improving their own work, and explore connections, relationships, and applications how music relates to careers and occupations. Students will have the opportunity to perform in the class setting, as well as in public performance. They will develop principles of ensemble membership and responsibilities that accompany the care of those relationships, and the care of the equipment entrusted to them. Rehearsals and performances outside of class time are required.

Instrumental Music: Orchestra - Strings 1, 2, 3 and 4
355102CW, 355200CW, 355300CW, 355400CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For level 1: “C” or higher in Instrumental Music: Orchestra – Strings, Intermediate Middle School; teacher approval. For levels 2, 3 and 4: “C” or higher in the previous course in the numbering sequence; teacher approval.

These courses are designed for students with previous instruction in Orchestra - Strings. Further study of the basic elements of music, development of skills, and advanced studies of technique will be emphasized. Students are encouraged to participate in orchestras outside of their own school, such as the Columbia Youth Orchestra and Richland One Honor Orchestra, SCMEA Regional Orchestra, and other SCMEA sponsored events. Scope includes tone quality, rhythm and meter, keys and scales, sight-reading, intonation, musical terms, symbols and signs, mechanics of the instruments, aural skills, humanistic skills, and musical heritage.

Instrumental Music: Orchestra - Strings 3 Honors & 4 Honors
355300HW, 355400HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 unit each
Prerequisite: “C” or higher in the previous course in the numbering sequence; teacher approval.

These courses are designed for advanced orchestra students who have successfully completed previous courses in Instrumental Music: Orchestra – Strings, and who are interested in pursuing and receiving honors credit. The level 3 and 4 honors courses are more demanding than the CP level of Instrumental Music: Orchestra – Strings, and include extension, acceleration and enrichment activities. Students will be required to perform advanced instrument techniques needed to perform grade level IV and above orchestral music. Required performances and after school rehearsals are integral parts of the course work. Students are required to audition for orchestras outside of their own school orchestra, take an active leadership role within the Orchestra – Strings organization, meet required levels of personal practice and, at level 4 honors, successfully complete personalized honors level projects which include rigorous, complex, challenging, and creative activities. Students must show growth in assessments aligned with honors level curriculum.

Instrumental Music: Piano 1 and 2
454100CW, 454200CW
Grades: 9 – 12
1 unit
Prerequisite: For Instrumental Music: Piano 1: Interest in playing piano, composition and music technology. For Instrumental Music: Piano 2: Instrumental Music: Piano 1
These courses are designed for instruction in the basic fundamentals of piano keyboard playing, composition, music technology, music theory, individual and group playing, sight-reading, and ear training. Instrumental Music: Piano 2 will expand to include more demanding technical skills and repertoire.

World Music 1
458401CW
Grades: 9-12
1 unit
Prerequisite for World Music 1: None
This course is designed for fundamental instruction in music from around the globe. It integrates cultural and geographical knowledge, both past and present instruments, musical notation, and musical form. Students will identify and perform a variety of music from a broad world sample and will generate music in various world styles. Instrumentation may include, but is not limited to Steel Drums, African Drums other percussion, a variety of flutes, etc. Rehearsals and performances outside of regularly scheduled school hours may be required.

World Music 2
459972CW
Grades: 9-12
1 unit
Prerequisite: World Music 1; teacher approval
This course is designed for instruction in music from around the globe. They integrate cultural and geographical knowledge, both past and present instruments, musical notation, and musical form. Students will identify and perform a variety of music from a broad world sample and will generate music in various world styles. Instrumentation may include, but is not limited to Steel Drums, African Drums other percussion,
a variety of flutes, etc. This course builds upon the fundamentals of World Music 1, and extends the scope of content, as well as the level of repertoire and performance requirements. Rehearsals and performances outside of regularly scheduled school hours may be required.

Music Appreciation 1
356101CW
Grades 9-12
1 unit
Prerequisite: None
Music Appreciation (1 unit) is for students who enjoy music and wish to learn more about its role and importance in our lives. The course delves deeply into topics such as music as an expression of who we are, music as an invitation to move, music to let us create, music to understand life’s meaning, music to tell the story of our lives, music to chronicle history, and music to characterize an age are included. Students study music through recordings, films, written materials, and electronic media. This course involves more rigorous studies and broader explorations of the same topics addressed in the ½ unit offering.

Music Appreciation 1
356100CH
Grades 9-12
1/2 unit
Prerequisite: None
Music Appreciation (1/2 unit) is for students who enjoy music and wish to learn more about its role and importance in our lives. Topics such as music as an expression of who we are, music as an invitation to move, music to let us create, music to understand life’s meaning, music to tell the story of our lives, music to chronicle history, and music to characterize an age are included. Students study music through recordings, films, written materials, and electronic media.

Music Theory
459974CW
Grades: 11 – 12
1 unit
Prerequisite: Previous music training; Teacher approval
Music Theory is designed for serious students of music. It is a basic course of study in music styles and structure. Scales, chords, keys, modes, meter, and rhythm are taught through sight-singing and keyboard experience, written theory, and composition.

Chorus 1, 2, 3 and 4
354103CW, 354200CW, 354300CW, 354400CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Chorus 1: “C” or higher in Middle School Chorus - Advanced; teacher approval. For Chorus 2, 3 and 4: “C” or higher in previous courses in the numbering sequence; teacher approval.
These courses are designed for students with previous experience in choral music singing. Students may be included in the performance groups representing the school and district, regional and state functions. Students will also be encouraged to audition for district, community, state, and national choral groups. Students will study vocal techniques, a wide range of repertoire, musically, self-direction, and improvement of individual vocal skills. All performances are mandatory. After school rehearsals may be necessary. A special outfit may be required at the discretion of the director.

Chorus 3 Honors & 4 Honors
354300HW, 354400HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 unit each
Prerequisite: “C” or higher in the previous course in the numbering sequence; teacher approval.
These courses are designed for advanced students who have successfully completed previous courses in Chorus and who are interested in pursuing honors credit. An audition and/or Choral teacher recommendation is required. The level 3 and 4 honors courses are more demanding than the CP level of Chorus, and include extension, acceleration, and enrichment activities. Students will be required to perform advanced high school repertoire and techniques. Students are required to participate in ensembles outside of the school setting, take an active role in leadership duties, meet a required level of personal practice, and, at level 4 honors, successfully complete personalized honors level projects which include rigorous, complex, challenging and creative activities. Students must show growth in assessments aligned with honors level curriculum. After school rehearsals are required. A special outfit may be required at the discretion of the director.

Dance: Exploratory
459961CH
Grades 9-12
1/2 Unit
Prerequisite: Interest and Teacher approval
This course is designed to allow students who have little or no previous training to begin dance instruction at the high school level. It allows students to explore the discipline of Dance by focusing on movement/dance vocabulary, applying choreographic tools and composition principles in evaluating dance works, promoting functional and artistic use of the
movement/dance elements – body, space, time, dynamics/ effort, and relationships, and developing awareness of the body as an instrument of expression. No course prerequisites are required other than student expressed interest and teacher approval. The ½ unit Dance: Exploratory course moves at a more accelerated pace than the 1-unit course.

Dance: Exploratory
459961CW
Grades 9-12
1 Unit
Prerequisite: Interest and Teacher approval
This course is designed to allow students who have little or no previous training to begin dance instruction at the high school level. It allows students to explore the discipline of Dance by focusing on movement/ dance vocabulary, applying choreographic tools and composition principles in evaluating dance works, promoting functional and artistic use of the movement/dance elements – body, space, time, dynamics/ effort, and relationships, and developing awareness of the body as an instrument of expression. No course prerequisites are required other than student expressed interest and teacher approval. This course involves more rigorous studies and broader explorations of the same topics addressed in the ½ unit offering.

Dance: 1, 2, 3 and 4
450102CW, 450204CW, 450306CW, 450408CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Dance 1: Completion of Dance at the Middle School level with a “C” or higher, or a passing score on the Gifted and Talented-Artistic audition/ screening; teacher approval. For Dance: 2, 3 and 4: “C” or higher in the previous course in the numbering sequence; teacher approval.
These courses are designed to further develop strength, flexibility, control, and endurance. Concentration will be placed upon accurate execution of skills in isolated form and in combinations of increasing length and difficulty. Scope includes intense and practical study of dance as communication, continued mastery of a minimum of 4 dance styles and genres, elements of production, careers in dance, the importance of dance to lifetime fitness, and dance history. Participation in performances is mandatory. Some after school rehearsals may be required. Special clothing and shoes may be required at the discretion of the instructor.

Dance: 3 Honors & 4 Honors
450306HW, 450408HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 unit each
Prerequisite: “C” or higher in the previous course in the numbering sequence; teacher approval.
These courses are designed for advanced students who have successfully completed previous courses in Dance and who are interested in pursuing honors credit. The level 3 and 4 honors courses are more demanding than the CP levels of Dance, and include extension, acceleration, and enrichment activities. Students will be required to investigate preparation for dance professions and the options for training beyond the secondary level. Students are required to attend performances and/or participate in dance ensembles outside of the school settings, take a leadership role in the dance organization, meet a required level of personal practice, and at level 4, successfully complete personalized honors level projects and presentations which include rigorous, complex, challenging and creative activities. Students must show growth in assessments aligned with the honors level curriculum.

Theatre: Exploratory
459951CH
Grades: 9 – 12
1/2 unit
Prerequisite: Interest and Teacher approval
This course is designed to allow students who have little or no previous training to begin Theatre instruction at the high school level. It allows students to explore the discipline of Theatre, focusing on an introduction to the methods and skills of acting within the classroom context. Students will learn and apply basic acting techniques to acting labs, acting exercises, monologues and/or scenes, audition techniques, movement, and voice. No course prerequisites are required other than student expressed interest and teacher approval. The ½ unit Theatre: Exploratory course moves at a more accelerated pace than the 1 unit course.

Theatre: Exploratory
459951CW
Grades: 9 – 12
1 unit
Prerequisite: Interest and Teacher approval
This course is designed to allow students who have little or no previous training to begin Theatre instruction at the high school level. It allows students to explore the discipline of Theatre, focusing on an introduction to the methods and skills of acting within the classroom context. Students will learn and apply basic acting techniques to acting labs, acting exercises, monologues and/or scenes, audition techniques, movement, and voice. No course prerequisites are required other than student expressed interest and teacher approval. This course involves more rigorous studies and broader explorations of the same topics addressed in the ½ unit offering.
Technical Theatre Arts  
**452500CH**  
**Grades: 9 – 12**  
**1/2 unit**  
**Prerequisite: Interest and Teacher approval**  
This course is designed to allow students to begin drama instruction at the high school level who have little or no previous training. It allows students to explore the discipline of Theatre focusing on an introduction to the methods and skills of technical theatre. It allows students to learn and apply technical knowledge to hands-on experiences in such areas as set construction, scenic painting, lighting (hanging, focusing, and board operation), sound (editing, mixing, and board operation), costume construction, and makeup for the stage. Students may be offered the opportunity to apply practical skills to live performances such as plays, musicals, band, orchestra or chorus concerts, and dance performances. The ½ unit Technical Theatre Arts course moves at a more accelerated pace than the 1 unit course.

**Technical Theatre Arts**  
**452500CW**  
**Grades: 9 – 12**  
**1 unit**  
**Prerequisite: Interest and Teacher approval**  
This course is designed to allow students to begin drama instruction at the high school level who have little or no previous training. It allows students to explore the discipline of Theatre focusing on an introduction to the methods and skills of technical theatre. It allows students to learn and apply technical knowledge to hands-on experiences in such areas as set construction, scenic painting, lighting (hanging, focusing, and board operation), sound (editing, mixing, and board operation), costume construction, and makeup for the stage. Students may be offered the opportunity to apply practical skills to live performances such as plays, musicals, band, orchestra or chorus concerts, and dance performances. This course involves more rigorous studies and broader explorations of the same topics addressed in the ½ unit offering.

**Theatre 1, 2, 3, and 4**  
**452100CW, 452200CW, 452300CW, 452400CW**  
**Level 1: Grades: 9 – 12**  
**Level 2: Grades: 10 - 12**  
**Level 3: Grades: 11 - 12**  
**Level 4: Grade: 12**  
**1 unit each**  
**Prerequisite: For Theatre 1: Completion of Theatre:**  
Advanced at the Middle School level with a “C” or higher, or a Passing Score on the Gifted and Talented-Artistic audition/screening; teacher approval. **For Theatre 2, 3 & 4:** “C” or higher in the previous course in the numbering sequence; teacher approval.  
These courses are designed to further develop skills and knowledge of Theatre. The courses will consist of a historical survey of Theater, stressing major movements, literature, writers, and actors of these periods. This survey will serve as a basis for all modern techniques. Practical application of acting techniques will begin with the basic Stanislavsky system and will include movement, relaxation, and vocal development exercises and stage dialects; improvisation, monologue, and scene study; play analysis and character development. Modern acting techniques may also be explored. Scope also includes the technical aspects of Theatre production. All of these aspects of theater will be taught in the classroom and in practical application through public performances of full-length plays, evenings of one-act plays, or the equivalent. Participation in performances is mandatory. Some after school rehearsals may be required. Special clothing and shoes may be required at the discretion of the instructor.

**Theatre 3 Honors and 4 Honors**  
**452300HW, 452400HW**  
**Level 3 Honors: Grades: 11 – 12**  
**Level 4 Honors: Grade: 12**  
**1 unit each**  
**Prerequisite: “C” or higher in the previous course in the numbering sequence; teacher approval.**  
These courses are designed for advanced students who have successfully completed previous courses in Theatre and who are interested in pursuing honors credit. The level 3 and 4 honors courses are more demanding than the CP level of Theatre, and include extension, acceleration, and enrichment activities. There will be a concentrated study of various theatre careers besides acting. Students will be required to perform advanced theatrical techniques and are required to participate in theatrical experiences outside of the school setting. They are required to take a leadership role in the theatre program, meet a required level of personal practice and, at level 4 honors, successfully complete personalized honors level projects which include rigorous, complex, challenging, and creative activities. Students must show growth in assessments aligned with honors level curriculum.

**Art 1**  
**350100CW**  
**Grades: 9-12**  
**1 unit**  
**Prerequisite: None**  
This is an introductory course to both two-dimensional and three-dimensional design. This studio-based course will focus on drawing, painting, and sculpture. Emphasis is placed on knowledge of basic design concepts in visual art expression. This course is meant to expose students to a variety of art materials, styles and processes.
Art 2 and 3  
350200CW, 350300CW  
Level 2: Grades: 10 – 12  
Level 3: Grades 11 – 12  
1 unit each  
Prerequisite: “C” or higher in the previous course in the numbering sequence; teacher approval  
These courses are designed for in-depth studio experiences in drawing, painting, printmaking, sculpture and contemporary approaches to creating and responding to works of art. Exposure to the historical and cultural backgrounds of various periods and artists is included. Portfolios are developed, maintained, and assessed in this course Level 3 expands and extends art experiences.

Art 3 Honors  
350300HW  
Grades: 11 – 12  
1 unit  
Prerequisite: “C” or higher in the previous course in the numbering sequence; teacher approval  
This course is based on the requirements for the Breadth section for the AP Studio Art 2D Design Portfolio, the AP Studio Art Drawing Portfolio, or the AP Studio Art 3D Design portfolio. It is designed for highly motivated, well-prepared students who desire to produce art in a college-level environment while still in high school. The students must develop a plan for their personalized art projects that meet the approval of the art teacher and which include rigorous, complex, challenging, and creative elements. A quality portfolio must be developed and maintained. Critique sessions with the art teacher are required upon completion of each project. Gallery exhibition preparation and participation is required.

Art: Ceramics 1 and Art: Ceramics 2  
456100CW, 456200CW  
Level 1: Grades: 10 – 12  
Level 2: Grades 11 – 12  
1 unit each  
Prerequisite: For Ceramics 1: “C” or higher in Art 1; teacher approval. For Ceramic 2: “C” or higher in previous course in numbering sequence; teacher approval.  
These courses are designed to expose students to ceramics with an emphasis on the basic process of preparing, decorating, glazing, and firing clay, exploration of clay, fundamental hand building processes (pinch, coil, and slab), clay decoration, and glazing techniques are included. Ceramics skills and techniques will increase in rigor in level 2.

Art: Drawing 1 and Art: Drawing 2  
352100CW, 352200CW  
Level 1: Grades: 10 – 12  
Level 2: Grades 11 – 12  
1 unit each  
Prerequisite: For Drawing 1: “C” or higher in Art; teacher approval. For Drawing 2: “C” or higher in the previous course in numbering sequence; teacher approval.  
These courses are designed to focus on the art of drawing. Skill development, use of various media and techniques, and the fundamentals of learning to “see” and make marks are emphasized. Basic media include graphite, charcoal, ink, and pastels. Extensive sketching and maintaining a portfolio are required during the courses. Drawing skills and techniques will increase in rigor in level 2.

Art: Painting 1 and Art: Painting 2  
352500CW, 352600CW  
Level 1: Grades: 10 – 12  
Level 2: Grades 11 – 12  
1 unit each  
Prerequisite: For Art: Painting 1: “C” or higher in Art 1; teacher approval. For Art: Painting 2: “C” or higher in the previous course in numbering sequence; teacher approval.  
These courses are designed to focus on the art of painting. Skill development, use of various media and techniques, color theory, and drawing as painting fundamentals are emphasized. A variety of media and approaches to painting are explored regarding important historical periods, trends, and artists. Portfolios are developed, maintained, and assessed in this course. Painting skills and techniques will increase in rigor in level 2.

Art: Photography 1 and Art: Photography 2  
456600CW, 456700CW  
Level 1: Grades: 10 – 12  
Level 2: Grades 11 – 12  
1 unit each  
Prerequisite: For Art: Photography 1: “C” or higher in level 2. – For Art: Photography 2: “C” or higher in level 2. – For Drawing 1: “C” or higher in the previous course in numbering sequence; teacher approval.  
These courses are designed for students interested in the art of photography. They will primarily focus on digital photography, but may also include traditional black and white photography. The fundamentals of using the camera and composition will be covered. Information on the history of photography, photographic criticism, and historical/contemporary photographers are included. Additional topics will include technical advances in photography, and various photographic techniques. A portfolio must be developed and maintained. Photography skills and techniques will increase in rigor in level 2.
Art: 3-D Design 1
350501CW
Grades: 10 – 12
1 unit
Prerequisite: “C” or higher in Art 1; teacher approval.
This course is designed for students interested in three-dimensional and relief sculpture. The basic sculptural processes of carving, assemblage, and modeling (additive and subtractive) with a variety of material and techniques are included. Materials such as wire, plaster, wood, clay, cardboard, foam, and found objects are included in the course. Sculpting skills and techniques will increase in rigor based on student interest and preparation.

Art History
358801CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is a very broad-ranging introductory survey of art, from prehistoric times to the present. Students will look at major forms of artistic expression from various cultures. They will learn to look and analyze works of art. Students will develop an understanding that relates to how and why works of art communicate visual meaning. The course will include studio projects to supplement the students understanding. This course is highly recommended prior to taking AP Art History.
GENERAL ELECTIVES

Reading Interventions (Year)
379903CW
Grades: 9 - 12
1 unit
Prerequisite: Teacher Recommendation
This year-long foundational reading course will provide students with opportunities to improve their skills as effective readers. Components include interactive computer-assisted instruction, small group instruction, and independent reading (the System 44 model).

Reading Interventions (Semester)
379904CH
Grades: 9 - 12
1/2 unit
Prerequisite: Teacher Recommendation
This semester-long foundational reading course will provide students with opportunities to improve their skills as effective readers in preparation for moving on to the next level of reading interventions. Components include interactive computer-assisted instruction, small group instruction, and independent reading (the System 44 model).

Reading Interventions
379901CW (1st year)
379902CW (2nd year)
Grades: 9 – 12
1 unit
Prerequisite: Teacher Recommendation
This year-long course will provide students with opportunities to improve their skills as effective readers. Components include interactive computer-assisted instruction, small group instruction, and independent reading (the READ 180 model).

Reading Interventions (0.5)
379901CH (1st year)
379902CH (2nd year)
Grades: 9 – 12
1/2 unit
Prerequisite: Teacher Recommendation
This semester-long course will provide students with opportunities to improve their skills as effective readers in preparation for the next level of reading interventions. Components include interactive computer-assisted instruction, small group instruction, and independent reading (the READ 180 model).

SAT Verbal Preparation
401100CH
Grades: 10 – 12
1/2 unit
Prerequisite: None
Exam Power will emphasize the specialized reading skills needed for college, including enriching vocabulary, strengthening comprehension through critical reading, and taking academic tests. Students will learn test-taking strategies for taking standardized tests such as the Scholastic Aptitude Test and for answering essay questions.

Writing for SAT 1
309902CH
Grade: 1
1/2 unit
Prerequisite: English I
Created for those who will take the SAT I, the course is designed to familiarize students with the writing component of the SAT I. Students will learn the format for constructing the persuasive essay in a limited time frame. Other modes of writing will also be addressed.

ACT Preparation
379923CH
Grades: 10 – 12
1/2 unit
Prerequisite: None
In this course students will prepare to take the ACT examination. They will review item types, complete practice tests, and learn test-taking strategies specific to the ACT. In addition, they will review how scores are reported.

Driver and Traffic Safety ED
370100CH
Grades: 10 – 12
1/2 unit
Prerequisite: None
Driver and Traffic Safety Education is designed to produce better and safer drivers by teaching the student proper methods and techniques involved in defensive driving. This course is not available to seniors and licensed drivers. Students must be 15 years of age and have a learner’s permit to enroll in this class.

High School 101
339905CW
1 unit (Grade 9-10)
339905CH
1/2 unit (Grade 9 only)
Prerequisite: None
The goal of High School 101 is to assist students with the development of skills necessary for personal, social, academic, and career success. While providing orientation activities related to the school and staff, this course offers opportunities for improving study skills, decision-making skills, and communication skills. Lessons include topics on school history, activities and programs, interpersonal relationships, conflict resolution skills, self-awareness, and career planning.

Literature and Film
309913CW
Grades: 11 – 12
1 unit
Prerequisite: Teacher Recommendation
Students will view and review a film that correlates thematically, stylistically, and/or structurally with a literary reading. Subject matters will include most
genres, written and film, and will allow many opportunities for discussion, creative projects, and writing.

**Olympia High School STEM Exploratory**

**379993CH**

**Grades:** 9 - 10

**1/2 unit**

**Prerequisite:** None

The STEM Lab will serve students in grades 9 - 12. This course is designed to offer an educational choice for academically motivated students interested in rigorous and relevant studies in science, technology, engineering and mathematics. Students will gain relevant, real-world, hands-on experience with cutting-edge technology and learn the importance of STEM subjects in all aspects of the world today. Students will have an option of exploring the following career related fields: Alternative Energy, Communications Technology, Environmental Technology, Multimedia Production, and Transportation Technology. This course will provide students with 21st century high-tech communication skills, presentation and workplace skills, project management and team leadership expertise, STEM research, international awareness and perspectives, global social consciousness, and a commitment to lifelong learning. Hands on projects and presentations will be required in this course.

**SAT Mathematics**

**415001CW**

**Grade:** 11

**1 unit**

**Prerequisite:** Algebra I and Geometry

SAT Mathematics prepares students who anticipate taking the Scholastic Assessment Tests by training them in test-taking skills appropriate for the SAT as well as refreshing students’ memories regarding major mathematical concepts in arithmetic, algebra, geometry and general problem solving. Upon completion of the course, students should have a clearer understanding of the construction of the SAT and their appropriate response to it. In addition, students should have refined the mathematical skills necessary to successfully take the SAT. To accomplish these goals, a variety of teaching strategies will be used, including cooperative learning groups, brainstorming and computer-assisted instruction.

**AVID 1, AVID 2, AVID 3 (AC Flora, CA Johnson, Columbia, Eau Claire)**

**379931CW, 379932CW, 379933CW**

**Grade:** 9-12

**1 unit**

**Prerequisite:** None

The AVID elective courses prepare students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. Students learn strategies to enhance success such as note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. Additionally, the course includes college motivational activities and intensive preparation for ACT, SAT I and SAT II. These courses are a major component of the AVID College Readiness System and is designed to foster school wide implementation of the AVID program.

**Consumer Readiness 1-8**

**Grades:** 9 - 12

**1 unit (General Elective)**

<table>
<thead>
<tr>
<th>Consum 1</th>
<th>Consum 2</th>
<th>Consum 3</th>
<th>Consum 4</th>
<th>Consum 5</th>
<th>Consum 6</th>
<th>Consum 7</th>
<th>Consum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>39002807</td>
<td>39003007</td>
<td>39003207</td>
<td>39003407</td>
<td>39002707</td>
<td>39002907</td>
<td>39003107</td>
<td>39003307</td>
</tr>
<tr>
<td>39012807</td>
<td>39013007</td>
<td>39013207</td>
<td>39013407</td>
<td>39012707</td>
<td>39012907</td>
<td>39013107</td>
<td>39013307</td>
</tr>
<tr>
<td>39022807</td>
<td>39023007</td>
<td>39023207</td>
<td>39023407</td>
<td>39022707</td>
<td>39022907</td>
<td>39023107</td>
<td>39023307</td>
</tr>
<tr>
<td>39032807</td>
<td>39033007</td>
<td>39033207</td>
<td>39033407</td>
<td>39032707</td>
<td>39032907</td>
<td>39033107</td>
<td>39033307</td>
</tr>
<tr>
<td>39042807</td>
<td>39043007</td>
<td>39043207</td>
<td>39043407</td>
<td>39042707</td>
<td>39042907</td>
<td>39043107</td>
<td>39043307</td>
</tr>
<tr>
<td>39052807</td>
<td>39053007</td>
<td>39053207</td>
<td>39053407</td>
<td>39052707</td>
<td>39052907</td>
<td>39053107</td>
<td>39053307</td>
</tr>
<tr>
<td>39062807</td>
<td>39063007</td>
<td>39063207</td>
<td>39063407</td>
<td>39062707</td>
<td>39062907</td>
<td>39063107</td>
<td>39063307</td>
</tr>
<tr>
<td>39072807</td>
<td>39073007</td>
<td>39073207</td>
<td>39073407</td>
<td>39072707</td>
<td>39072907</td>
<td>39073107</td>
<td>39073307</td>
</tr>
<tr>
<td>39122807</td>
<td>39123007</td>
<td>39123207</td>
<td>39123407</td>
<td>39122707</td>
<td>39122907</td>
<td>39123107</td>
<td>39123307</td>
</tr>
<tr>
<td>39132807</td>
<td>39133007</td>
<td>39133207</td>
<td>39133407</td>
<td>39132707</td>
<td>39132907</td>
<td>39133107</td>
<td>39133307</td>
</tr>
<tr>
<td>39142807</td>
<td>39143007</td>
<td>39143207</td>
<td>39143407</td>
<td>39142707</td>
<td>39142907</td>
<td>39143107</td>
<td>39143307</td>
</tr>
</tbody>
</table>

This course is designed to provide a variety of rigorous academic and enrichment experiences for students. The course is a comprehensive exploratory course that includes opportunities for students to acquire and apply knowledge and skills needed for post-secondary success.
This course is designed for students to explore interests and various career opportunities. Students will be introduced to the knowledge, skills, and practices needed to obtain and maintain employment successfully.
VIRTUAL SCHOOL COURSES

Richland One offers a full high school curriculum through the Richland One Virtual High School (ROVHS). Students who enroll at ROVHS are able to take all their high school credit through a combination of online and face-to-face teaching and learning activities and resources.

The following courses are offered only to students who are enrolled at ROVHS. These courses should not be scheduled for students who are enrolled at brick-and-mortar high schools. (Note: “VSP” in the following course titles indicates “Virtual School Program.”)

ENGLISH

English 1 VSP
302488CW
Grade: 9
1 unit
Prerequisite: None
In this course, students continue their development of literacy skills by reading, discussing, and analyzing a range of literary and informational texts. Students also will cultivate and apply skills in critical thinking, writing, speaking and listening, and word study aimed at preparing students for college and career. All English 1 students must take South Carolina's end-of-course exam, which accounts for 20% of the final grade.

English 1 Honors VSP
302488HW
Grade: 9
1 unit
Prerequisite: None
In this course, students explore the course content through extensions, expanded topics, and skill-related objectives, and continue their development of reading skills through structured and independent study of literary and informational texts. Through close reading, discussion, student-initiated research, project-based learning, and analysis of diverse themes and perspectives, students will evaluate arguments and formulate claims supported through complex text based evidence from print and digital resources. Additionally, students will cultivate and apply skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increased level of independence is expected of Honors students, due to the pace, depth, scope and rigor of this course. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increased level of independence is expected of Honors students, due to the pace, depth, scope and rigor of this course. It is strongly recommended that students in this course plan to take Advanced Placement or International Baccalaureate English courses. All English 1 students must take South Carolina’s end-of-course exam, which accounts for 20% of the year’s grade, by state law.

English 2 VSP
302588CW
Grade: 10
1 unit
Prerequisite: English 1
In this course, students deepen their understanding and hone reading skills through structured and independent study of literary and informational texts from varied global perspectives. Through close reading, discussion and analysis of diverse themes, students will analyze and evaluate arguments, reflect and research a wide range of topics, and formulate claims supported through text based evidence from print and digital resources. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study aimed at preparing students for college and career.

English 2 Honors VSP
302588HW
Grade: 10
1 unit
Prerequisite: English 1
In this course, students explore the course content through extensions, expanded topics, deepen their understanding and hone reading skills through structured and independent study of literary and informational texts from varied global perspectives. Students will further develop their skills in critical thinking, writing, speaking and listening, and word study aimed at preparing students for college and career.

English 3 VSP
302688CW
Grade: 11
1 unit
Prerequisite: English 2
In this course, students refine their reading trajectories by reading, discussing, and analyzing a range of literary and informational texts with a focus upon early and contemporary American literature. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career.
English 3 Honors VSP
302688HW
Grade: 11
1 unit
**Prerequisite: English 2 Honors**
In this course, students explore the course content through extensions, expanded topics, refine their reading trajectories through structured and independent study of literary and informational texts through, but not limited to, early and contemporary American literature. Through close reading, discussion and analysis of diverse themes, students will analyze and evaluate various texts, reflect and research a wide range of topics, write for a range of tasks and audiences, and formulate claims supported through text based evidence from print and digital resources. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks. A strong level of independence, analytical thought, and commitment to rigorous study is required of Honors students at this level, due to the rigid demands of this course.

English 4 VSP
302788CW
Grade: 12
1 unit
**Prerequisite: English III**
This course is designed to provide intense learning experiences as the culminating course for the college and career bound student. This course draws on students’ enriched skills in reading, advanced writing, speaking and listening, research and presentation to navigate the depth and complexity of literary and informational texts and ideas. Students will focus on, but are not limited to, European works and cultures outside of the United States.

English 4 Honors VSP
302788HW
Grade: 12
1 unit
**Prerequisite: English III Honors or Teacher Recommendation**
This course is designed to allow students to explore the course content through extensions, expanded topics and provide intense learning experiences as the culminating course for the college and career bound student. This course draws on students’ enriched skills in reading, advanced writing, speaking and listening, research and presentation to navigate the depth and complexity of literary and informational texts and ideas. Students will focus on, but are not limited to, European works and cultures outside of the United States. Through close reading, discussion and analysis of diverse themes, students will analyze and evaluate various texts, reflect and research a wide range of topics, write for a range of tasks and audiences, and formulate claims supported through text based evidence from print and digital resources. This course offers learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the Profile of the South Carolina Graduate and South Carolina State Standards for English Language Arts. Additionally, students will further develop their skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks. A strong level of independence, analytical thought, and commitment to rigorous study is required of Honors students at this level, due to the rigid demands of this course.

Journalism 1 VSP
305088CW
Grades: 9 – 12
1 unit
**Prerequisite: Teacher Recommendation**
Journalism 1 introduces many facets of mass media communication and focuses on skills in clarity and consciousness of composition. Field trips to the offices of local publications and media will be scheduled, and representatives from these offices will be invited to speak to the class. Students will perform individual projects in writing for publication, scripting for broadcast, etc.

Journalism 2 VSP
305188CW
Grades: 10 – 12
1 unit
**Prerequisite: Journalism 1**
Journalism 2 is designed to be an elective for students in grades 10-12 who have successfully completed Journalism 1 and desire to continue their study of writing for publications. Students will learn publication design and production and assist with school publications.

English for Speakers of Other Languages 1 VSP
308488CW
Grades: 9 – 12
1 unit
**Prerequisite: ACCESS or W-APT scores with teacher recommendation.**
This course is designed as an introduction to the English language and culture using the communicative approach to language learning. This support class is designed to provide instruction to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.
English for Speakers of Other Languages 2 VSP 408088CW
Grade: 9-12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation.
This course is a sequel to English as a Second Language I. Students continue English language acquisition through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

English for Speakers of Other Languages 3 VSP 408188CW
Grade: 9-12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation.
In this course, students will continue the study of the English language through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

English for Speakers of Other Languages 4 VSP 408288CW
Grade: 9-12
1 unit
Prerequisite: ACCESS or W-APT scores with teacher recommendation
In this course, students will continue the study of the English language through the use of the communicative approach to language learning. This support class is designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards.

MATHEMATICS

Four units of math are required for graduation. Students enrolled in these courses will receive 1 unit towards the four required for graduation per course.

Foundations in Algebra VSP 411688CW
Grade: 9
1 unit
Prerequisite: None
This course is designed for students who scored at the “does not meet expectations” or the “approaches expectations” achievement level on the mathematics portion of the 8th grade state assessment. The critical areas taught in this course deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. They must also take Intermediate Algebra next year to complete the Algebra standards that will be assessed on the SC 11th grade assessment. If this course is followed by Algebra 1 instead of Intermediate Algebra, this course will be counted as a general elective and not a math elective required for graduation.

Intermediate Algebra VSP 411788CW
Grades: 10
1 unit
Prerequisite: Foundations in Algebra
This course extends the mathematics students learned in the Foundations in Algebra course to include piecewise, absolute value, logarithmic, and step functions. Students will select from these functions to model phenomena. They will build on their knowledge of rational exponents to see structure in and create polynomial, simple rational and simple radical expressions. Students will also learn to use the method of completing the square to transform any quadratic equation, while also deriving the quadratic formula. Quadratic equations will be solved utilizing multiple methods. Students enrolled in this course will take a South Carolina End-of-Course Exam that will count 20% of their final grade.

Algebra 1 VSP 411488CW
Grades: 9 – 10
1 unit
Prerequisite: Mastery of middle level SC state mathematics
This course is designed for students who have completely mastered the middle level SC state math standards and are ready to begin moving into advanced topics. Emphasis is placed on deepening and extending understanding of linear and exponential relationships by contrasting them with each other, to include arithmetic and geometric sequences. Students will engage in methods for analyzing, solving, and using quadratic functions. Other areas of focus will be utilizing rational exponents, systems involving quadratic expressions, using functions to model relationships, interpreting functions, and making judgments about the appropriateness of linear models. Students enrolled in
this course will take a South Carolina End-of-Course Exam that will count 20% of their final grade.

Geometry VSP
412288CW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 or Foundations in Algebra
and Intermediate Algebra
The fundamental purpose of the course is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized in this course. Some additional areas of focus will be reasoning to complete geometric constructions, prove theorems - using a variety of formats, apply similarity in right triangles to understand right triangle trigonometry, develop the law of sine and cosine, write the equation of circles, and continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Geometry Honors VSP
412288HW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 Honors; Recommended: Grade of 80 or higher in Algebra 1 This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra 1.
This course facilitates the continuation of work to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized in this course. Some additional areas of focus will be reasoning to complete geometric constructions, prove theorems - using a variety of formats, apply similarity in right triangles to understand right triangle trigonometry, develop the law of sine and cosine, write the equation of circles, and continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. The course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Geometry CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Algebra 2 VSP
411588CW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 or Foundations in Algebra and Intermediate Algebra; Recommended: Grade of 80 or higher in Algebra 1
This course continues to build on work with linear, quadratic, and exponential functions to include polynomial, rational, and radical functions. Students work closely with expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The critical areas of this course will build on work with trigonometric ratios and circles in Geometry to model periodic phenomena, understand the Fundamental Theorem of Algebra, explore the effects of transformations on graphs of diverse functions, and identify appropriate types of functions to model a situation, and adjust parameters to improve the model.

Algebra 2 Honors VSP
411588HW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1; Recommended: Grade of 80 or higher in Algebra 1 Honors Grade of 90 or higher in Algebra 1 with teacher recommendation.
This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra 1 and Geometry. This course facilitates the continuation of work with linear, quadratic, and exponential functions to include polynomial, rational, and radical functions. Students work closely with expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The critical areas of this course will build on work with trigonometric ratios and circles in Geometry to model periodic phenomena, understand the Fundamental Theorem of Algebra, explore the effects of transformations on graphs of diverse functions, and identify appropriate types of functions to model a situation, and adjust parameters to improve the model. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Algebra II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.
Algebra 3 VSP  
41388CW  
Grades: 10–12  
1 unit  
Prerequisite: Algebra 2  
This course is designed for the student who has successfully completed Algebra 2, but is not ready for the academic rigor of Pre-Calculus Honors. The course will review solving equations and inequalities, graphing, factoring, and systems of equations. Course content includes the study of many types of functions: linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and a unit on trigonometry. Students completing this course are prepared for a subsequent study of Pre-Calculus either at the high school or college level.

Pre-Calculus VSP  
413188CW  
Grades: 10 – 12  
1 unit  
Prerequisite: Algebra 2, Geometry; Recommended: Grade of 80 or higher in Algebra 2 Honors; Grade of 90 or higher in Algebra 2 with teacher recommendation; Grade of 80 or higher in Algebra 3 with teacher recommendation.  
This course is designed for students who plan to take AP Calculus. Course content includes a study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. Access to a graphing calculator is needed outside the classroom.

Pre-Calculus Honors VSP  
413188HW  
Grades: 10 – 12  
1 unit  
Prerequisite: Algebra 2, Geometry; Recommended: Grade of 80 or higher in Algebra 2 Honors; Grade of 90 or higher in Algebra 2 with teacher recommendation; Grade of 80 or higher in Algebra 3 with teacher recommendation.  
This course is designed for students who plan to take AP Calculus. Course content includes a study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. Access to a graphing calculator is needed outside the classroom. The course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Pre-Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Probability and Statistics VSP  
414188CW  
Grades 10–12  
1 unit  
Prerequisite: Algebra 1  
This course includes the study of up-to-date statistical topics and techniques needed to understand consumer-oriented statistics encountered routinely in newspapers and other media. Students engage in the collection, organization, display, analysis and interpretation of data. Students will use graphing calculators and/or computer software as tools for solving problems.

Discrete Mathematics VSP  
414288CW  
Grades: 11 – 12  
1 unit  
Prerequisite: Algebra 2, Geometry; Recommended: Grade of 70 or higher in prerequisite courses.  
This course includes the study of mathematical properties of sets and systems that have a finite number of elements. The topics include set theory, logic, graph theory, numeration systems and number theory, modeling, consumer mathematics, descriptive statistics, and apportionment (fairness, voting methods). Students will use graphing calculators and/or computer software as tools for solving problems.

Calculus VSP  
413588CW  
Grades 11–12  
1 unit  
Prerequisite: Pre-Calculus; Recommended: Grade of 70 or higher in Pre-Calculus Honors; Grade of 80 or higher in Algebra 3 with teacher recommendation.  
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are reviewed and extended. Additional topics include limits, derivatives and simple integration techniques with their applications for problem solving. Access to a graphing calculator is needed outside the classroom.

Calculus Honors VSP  
413588HW  
Grades 11–12  
1 unit  
Prerequisite: Pre-Calculus Honors or Algebra 3 with teacher recommendation; Recommended: Grade of 70 or higher in Pre-Calculus Honors Grade of 90 or higher in Algebra III with teacher recommendation.  
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are extended. Additional topics include limits, derivatives and simple integration
techniques with their applications for problem solving. Access to a graphing calculator is needed outside the classroom. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

SCIENCE

Three units of laboratory science are required for graduation with a South Carolina High School Diploma. The South Carolina Commission on Higher Education recommends four units of science be taken in all four fields of biology, chemistry, physics and earth science for students who wish to pursue a career in science, math, engineering or technology. Most four-year colleges require three to four laboratory science courses.

Biology 1 VSP
322188CW
Grades: 9 – 10
1 unit
Prerequisite: None; Recommended: Ninth Grade - Algebra 1
This course is an introductory laboratory science course designed to engage students in scientific and engineering practices including problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of the following biological and ecological concepts: essential functions of life take place within cells or systems of cells, essential processes within organisms require energy which in most ecosystems must be transferred from the Sun and converted into chemical energy, specific mechanisms by which characteristics or traits are transferred from one generation to the next via genes, the complexity of ecosystems and the interactive systems that include both biological communities and physical components of the environment, and biological evolution and diversity of life. Students take the state required End-of-Course Examination Program (EOCEP) when enrolled in Biology 1 Honors.

Biology 1 Honors VSP
322188HW
Grades: 9 – 10
1 unit
Prerequisite: Honors placement based on previous year placement in an honors science class and teacher recommendation; Recommended: Completion of Algebra 1
This course is an introductory honors laboratory science course designed to engage students in scientific and engineering practices including problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of the following biological and ecological concepts: essential functions of life take place within cells or systems of cells, essential processes within organisms require energy which in most ecosystems must be transferred from the Sun and converted into chemical energy, specific mechanisms by which characteristics or traits are transferred from one generation to the next via genes, the complexity of ecosystems and the interactive systems that include both biological communities and physical components of the environment, and biological evolution and diversity of life. This course will accelerate and enrich the core curriculum by differentiating the content, process, pace and expectation of work completed by the student. Students who successfully complete the more rigorous work and pace will earn a weighted credit. Students take the state required End-of-Course Examination Program (EOCEP) when enrolled in Biology 1 Honors.

Chemistry 1 VSP
323188CW
Grades: 10 – 12
1 unit
Prerequisite: Biology 1 and Algebra 1 or equivalent math course(s).
This course is designed to provide an introduction to major chemistry concepts and engage students in laboratory experiences that will allow students to utilize scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types of chemical solutions including acids and bases, types, the causes, and the effects of chemical reactions, and the conservation of energy and energy transfer. This course requires a working knowledge of algebra for success.

Chemistry 1 Honors VSP
323188HW
Grades: 10 – 12
1 unit
Prerequisite: Honors Biology 1 or Biology 1 with teacher recommendation and Algebra 1
This course is designed to provide an introduction to major chemistry concepts and engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types
of chemical solutions including acids and bases, types, the causes, and the effects of chemical reactions, and the conservation of energy and energy transfer. This course will accelerate the enrich core curriculum by differentiating the content, process, pace, and expectation of work completed by the student. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course requires a working knowledge of algebra 1 for success. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Chemistry CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Earth Science VSP
326588CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth’s geosphere, the relationship between Earth’s conditions over geologic time and the effect on the diversity of organisms found on Earth, the dynamics of Earth’s atmosphere, and Earth’s freshwater and ocean systems.

Earth Science Honors VSP
326588HW
Grades: 11 – 12
1 unit
Prerequisite: None; Recommendation: Eighth grade science and teacher recommendation or placement in honors science prior to taking the course.
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth’s geosphere, the relationship between Earth’s conditions over geologic time and the effect on the diversity of organisms found on Earth, the dynamics of Earth’s atmosphere, and Earth’s freshwater and ocean systems. This course is designed to accelerate and enrich the core curriculum requiring higher-order thinking exercise including a research or a science project. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Earth Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Physics VSP
324188CW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1; Recommended: Geometry
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world. Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course.

Physics Honors VSP
324188HW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1 Honors or Chemistry 1 and teacher recommendation; Pre-Calculus or currently enrolled in Pre-Calculus and science teacher recommendation
This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world. Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course. This course will accelerate and enrich the core curriculum by differentiating the content, process, pace and expectation of work completed by the students. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physics CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Physical Science VSP
321188CW
Grades: 9 – 10
1 unit
Prerequisite: None
This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and
properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter; Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This is not a laboratory science course and cannot be counted as one of the three laboratory science credits for the credits required to graduate with a South Carolina Diploma.

Physical Science Honors VSP
321188HW
Grades: 9 – 10
1 unit
Prerequisite: None
This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter; Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This Honors curriculum is designed to accelerate and enrich the core curriculum requiring higher order thinking exercises including a research or a science project. This is not a lab science course. This is not a laboratory science course and cannot be counted as one of the three laboratory science credits for the credits required to graduate with a South Carolina Diploma. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physical Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Biology 2 VSP
322288CW
Grades: 11 – 12
1 unit
Prerequisite: Biology 1; Recommended: Chemistry 1
This course is a continuation of Biology 1 designed for students who have successfully completed Biology 1, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or plan to take dual credit biology courses. The course will stress science as a process, molecules and cells, heredity and evolution, organisms and populations and interdependence in nature. This course is taught as a rigorous, introductory college level course. Laboratory course work is an integral part of this course.

Biology 2 Honors VSP
322288HW
Grades: 11 – 12
1 unit
Prerequisite: Biology 1 and teacher recommendation or Biology 1 Honors; Recommended: Chemistry 1 Honors
This course is a continuation of Biology 1 Honors and is designed for students who have completed excelled in Biology 1 or successfully completed Biology 1 Honors, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or take dual enrollment biology courses. The course will stress science as a process, molecules and cells, heredity and evolution, organisms and populations and interdependence in nature. Students will be required to complete comprehensive laboratory activities and assignments including additional reading and research. This course is taught as a rigorous, introductory college level course. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Biology II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Chemistry 2 VSP
323288CW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1, concurrent enrollment in Pre-Calculus and/or teacher recommendation; Recommended: Grade of B or higher in Algebra 2
This course is designed as a continuation of Chemistry 1, for students who have successfully completed Chemistry 1, plan to take chemistry courses in college, plan to enter the Advanced Placement Chemistry program or dual enrollment chemistry courses. Stress will be placed on problem solving in the areas of equilibrium, acid-base chemistry, bonding, electrochemistry and thermodynamics.

Chemistry 2 Honors VSP
323288HW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1 Honors or Chemistry 1 with teacher recommendation; concurrent enrollment in Pre-Calculus and/or teacher recommendation
This course is designed for students who have excelled in Chemistry 1 or successfully completed Chemistry 1 Honors, plan to take chemistry courses in college, plan to enter the Advanced Placement Chemistry program or dual credit. Stress will be placed on problem solving in the areas of equilibrium, acid-base chemistry, bonding, electrochemistry and thermodynamics. Students also will be required to complete an extensive lab program of equations inequalities, polynomials, graphing,
quadratics, and statistics. The curriculum is designed to accelerate the enrich core curriculum by differentiating the content, process, pace and work completed by the student. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Chemistry II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

**Anatomy and Physiology VSP**  
326388CW  
Grades: 11 – 12  
1 unit  
**Prerequisite:** Biology 1; **Recommended:** Grade of ‘B’ or better in Biology 1

This course is designed to give students an understanding of some of the major concepts of the human anatomy and physiology with applications to the health sciences. Students will learn about the relationship between the structures found in the human body and the functions of those structures. This course will involve extensive laboratory work dealing with the human body. Some of the areas of discussion will be the structure and function of the cells, tissues, organs and organ systems of the body.

**Anatomy and Physiology Honors VSP**  
326388HW  
Grades: 11 – 12  
1 unit  
**Prerequisite:** Honors Biology 1 or Biology 1, and teacher recommendation; **Recommended:** Grade of ‘B’ or better in Honors Biology 1

This course is designed to give students an understanding of some of the major concepts of the human anatomy and physiology with applications to the health sciences. Students will learn about the relationships between the structures found in the human body and the functions of those structures. This course will involve extensive laboratory work dealing with the human body. Some of the areas of discussion will be the structure and function of the cells, tissues, organs and organ systems of the body. The curriculum provides extended enrichment by differentiating the content process, pace and expectation of work completed by the students. Honors students will be required to complete additional reading and projects to expand on the curriculum. Students will be expected to gain expert opinions and will be required to present their findings from these projects. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Anatomy and Physiology CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

**Forensic Science VSP**  
324588CW  
Grades: 11 – 12  
1 unit  
**Prerequisite:** Biology 1 and Chemistry 1

Forensic Science is an intense application of knowledge and skills acquired in Biology and Chemistry courses. Following a brief introduction to criminal law, students use measurement, chemical analysis, and other laboratory techniques to study the types of physical evidence, as well as the crime scene as a whole. The class format includes lectures, laboratory investigations and mandatory participation in a mock crime scene.

**SOCIAL STUDIES**

One unit of American history, one half unit of government, one half unit of economics, and one additional unit of social studies are required in the diploma program. Four units are highly recommended. After the completion of certain courses in this section, students can earn credits through the work-based program. Work based numbers for these courses are listed at the end of this section. Students can seek approval and assistance with this program from their counselor.

**World Geography VSP**  
331088CW  
Grades: 9 - 10  
1 unit  
**Prerequisite:** None

This course is designated as a social studies elective. The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. The course standards are not meant to be taught in order or in isolation. Conceptual in nature rather than place-specific, the course is taught from a regional perspective. Critical thinking should be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction.

**World Geography Honors VSP**  
331088HW  
Grades: 9 - 10  
1 unit  
**Prerequisite:** None

This course is designated as a social studies elective. This course is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. The
course standards are not meant to be taught in order or in isolation. Critical thinking should be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in World Geography CP level courses and the Profile of the South Carolina Graduate.

Law Education VSP
333688CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designated as a social studies elective. This course offers a practical approach to law-related education. In an effort to educate students about law that is useful in everyday life, the course begins with an overview of the legal system then explores general problems in the areas of criminal, tort, and individual rights laws. The second part of this course focuses on consumer, family, and housing law.

World History VSP
336088CW
Grades: 9 - 10
1 unit
Prerequisite: None
This course is designated as a social studies elective. World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people.

World History Honors VSP
336088HW
Grade: 10
1 unit
Prerequisite: None
This course is designated as a social studies elective. The curriculum for World History honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together.

Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in World History CP level courses and the Profile of the South Carolina Graduate.

US History and the Constitution VSP
332088CW
Grade: 11
1 unit
Prerequisite: Successful completion Of World Geography or World History
This course meets the graduation requirements for social studies. This course is designed to meet the state graduation requirement for U.S. history. The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven.

US History and the Constitution Honors VSP
332088HW
Grades: 11
1 unit
Prerequisite: Successful completion of World Geography Honors, World History Honors or AP Human Geography
This course meets the graduation requirements for social studies. The curriculum for U.S. History Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in US History and the Constitution CP level courses and the Profile of the South Carolina Graduate.
United States Government VSP
333088CH
Grade: 12
1/2 unit
Prerequisite: Successful completion of US History and the Constitution Honors.
This course meets the graduation requirements for social studies. In United States Government, students examine the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills they need in order to understand and participate wisely in the American political system. United States Government examines basic political theory and governmental systems, American political development theory, the constitutional basis and structure of American government, and citizen involvement in the political system.

United States Government Honors VSP
333088HH
Grades: 12
1/2 unit
Prerequisite: Successful completion of US History and Constitution Honors.
This course meets the graduation requirements for social studies. The curriculum for American Government Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace, and work completed by the students. Students who successfully complete the more rigorous work will earn a weighted credit. In United States Government, students examine the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills they need in order to understand and participate wisely in the American political system. United States Government examines basic political theory and governmental systems, American political development theory, the constitutional basis and structure of American government, and citizen involvement in the political system. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Economics CP level courses and the Profile of the South Carolina Graduate.

Sociology VSP
334588CW
Grades: 11-12
1 unit
Prerequisite: None
This course is designated as a social studies elective. Students critically examine how and why humans form groups and the methods they use to maintain group cohesiveness. Students observe and predict human behavior within groups. Special emphasis will be placed on the social circumstances that influence human thoughts, feelings, ideas and actions. There is an emphasis on the application of sociological research to analyze social, political, and economic conditions within the American society. After examining the scope of the science of sociology, students develop skills in identifying and analyzing social problems that arise as American communities develop and evolve.

Economics VSP
335088CH
Grade: 12
1/2 unit
Prerequisite: None
This course meets the graduation requirements for social studies. Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. This course helps students understand personal finances as required by state law.

Economics Honors VSP
335088HH
Grade: 12
1/2 unit
Prerequisite: Successful completion of United Government Honors or US History and Constitution Honors.
This course meets the graduation requirements for social studies. The curriculum for Economics Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace, and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. This course helps students understand personal finances as required by state law. Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Economics CP level courses and the Profile of the South Carolina Graduate.
from its roots in philosophy to the use of the scientific method to demonstrate mind/body relationships. The second part of this course focuses on biological foundations for human growth and development throughout the human life cycle and elevates student awareness of interpersonal relationships and social problem-solving skills.

VISUAL AND PERFORMING ARTS

Music Appreciation 1 VSP
356188CW
Grades 9-12
1 unit
Prerequisite: None
Music Appreciation (1 unit) is for students who enjoy music and wish to learn more about it role and importance in our lives. The course delves deeply into topics such as music as an expression of who we are, music as an invitation to move, music to let us create, music to understand life’s meaning, music to tell the story of our lives, music to chronicle history, and music to characterize an age are included. Students study music through recordings, films, written materials, and electronic media.

Art 1 VSP
350188CW
Grades: 9-12
1 unit
Prerequisite: None
This is an introductory course to both two-dimensional and three-dimensional design. This studio-based course will focus on drawing, painting, and sculpture. Emphasis is placed on knowledge of basic design concepts in visual art expression. This course is meant to expose students to a variety of art materials, styles and processes.

Art: Ceramics 1 VSP and Art: Ceramics 2 VSP
456188CW, 456288CW
Level 1: Grades: 10 – 12
Level 2: Grades: 11 – 12
1 unit each
Prerequisite: For Ceramics 1: “C” or higher in Art 1; teacher approval. For Ceramic 2: “C” or higher in previous course in numbering sequence; teacher approval.
These courses are designed to expose students to ceramics with an emphasis on the basic process of preparing, decorating, glazing, and firing clay, exploration of clay, fundamental hand building processes (pinch, coil, and slab), clay decoration, and glazing techniques are included. Ceramics skills and techniques will increase in rigor in level 2.

Art: Photography 1 VSP and Art: Photography 2 VSP
456688CW, 456788CW
Level 1: Grades: 10 – 12
Level 2: Grades: 11 – 12
1 unit each
Prerequisite: For Art: Photography 1: “C” or higher in Art 1; teacher approval. For Art: Photography 2: “C” or higher in the previous course in sequence; teacher approval.
These courses are designed for students interested in the art of photography. They will primarily focus on digital photography, but may also include traditional black and white photography. The fundamentals of using the camera and composition will be covered. Information on the history of photography, photographic criticism, and historical/contemporary photographers are included. Additional topics will include technical advances in photography, and various photographic techniques. A portfolio must be developed and maintained. Photography skills and techniques will increase in rigor in level 2.

WORLD LANGUAGES

Six years of French, Spanish, and Latin and four years of German and Chinese are offered for high school credit. Students planning to attend a public college or university in South Carolina must have completed a minimum of two or three units of the same world language. It is strongly recommended that all college bound students complete three to four units of the same world language.

All world language courses are performance-based in three modes of communication: interpretive, interpersonal, and presentational. Learners accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, perspectives, and interactions of and within the target culture(s).

Chinese 1 VSP
461188CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designed as an introduction to the Chinese language and culture using an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)
Chinese 2 VSP
461288CW
Grades: 10 – 12
1 unit
Prerequisite: Chinese 1
This course is a sequel to Chinese 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Mid to Novice-High Range)

Chinese 3 VSP
461388CW
Grades: 11 – 12
1 unit
Prerequisite: Chinese 2
This course is a sequel to Chinese 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate Low Range)

Chinese 3 Honors VSP
461388HW
Grades: 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in Chinese 2
This course is a sequel to Chinese 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

Chinese 4 Honors VSP
461488HW
Grades: 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in Chinese 3 Honors
This course is a sequel to Chinese III. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate Low Range)

French 1 VSP
361188CW
Grades: 9 – 10
1 unit
Prerequisite: French Production and Communication and/or Teacher recommendation
This course is designed as a sequel to French Production and communication. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)
French 2 VSP  
361288CW  
Grades: 9 – 11  
1 unit  
**Prerequisite: French 1**  
This course is a sequel to French 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

French 3 VSP  
361388CW  
Grades: 9 – 12  
1 unit  
**Prerequisite: French 2**  
This course is designed to offer students who have completed at least two units of French an opportunity to continue their language study. Through this course, students will improve their conversation skills and their written expression. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate-Low to Intermediate-Mid Range)

French 3 Honors VSP  
361388HW  
Grades: 9 – 12  
1 unit  
**Prerequisite: Teacher recommendation – Grade higher than 80 in French 2**  
This course is a sequel to French 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to

French 4 Honors VSP  
361488HW  
Grades: 10 – 12  
1 unit  
**Prerequisite: Teacher recommendation – Grade higher than 80 in French 3 Honors**  
This course is a sequel to French 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)

French 5 Honors VSP  
361588HW  
Grades: 11 – 12  
1 unit  
**Prerequisite: Teacher recommendation – Grade higher than 80 in French 4 Honors**  
This course is designed to offer students who have successfully completed French 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate-Mid Range)
German 1 VSP
362188CW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designed as an introduction to the German language. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

German 2 VSP
362288CW
Grades: 10 – 12
1 unit
Prerequisite: German 1
This course is a sequel to German 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range)

German 3 VSP
362388CW
Grades: 10 – 12
1 unit
Prerequisite: German 2
This course is a sequel to German 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honor student will be able to understand the topic and main idea in authentic materials; understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original sentences and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate-Mid Range)

German 3 Honors VSP
362388HW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in German 2
This course is a sequel to German 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale (Intermediate-Mid Range)

German 4 Honors VSP
362488HW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in German 3 Honors
This course is a sequel to German 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversions, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Levels</th>
<th>Credits</th>
<th>Prerequisite/Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin 3 Honors VSP</td>
<td>363388HW</td>
<td>9 – 12</td>
<td>1 unit</td>
<td>Teacher recommendation – Grade higher than 80 in Latin 2</td>
</tr>
</tbody>
</table>

This course is a sequel to Latin 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale. (Intermediate Mid-Range)

| Latin 4 Honors VSP | 363488HW | 10 – 12 | 1 unit | Teacher recommendation – Grade higher than 80 in Latin 3 Honors |

This course is a sequel to Latin 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their understanding of the literature of ancient Rome, and their linguistic and cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversions, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)
Latin 5 Honors VSP  
363688HW  
Grades: 11 – 12  
1 unit  
Prerequisite: Teacher recommendation – Grade higher than 80 in Latin 4 Honors  
This course is designed to offer students who have successfully completed Latin 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students’ linguistic and cultural enrichment. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes).

Spanish 1 VSP  
365188CW  
Grades: 9 – 10  
1 unit  
Prerequisite: Spanish Production and Communication and/or Teacher recommendation  
This course is designed as a sequel to Spanish Production and communication. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range).

Spanish 2 VSP  
365288CW  
Grades: 9 – 11  
1 unit  
Prerequisite: Spanish 1  
This course is a sequel to Spanish 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range).

Spanish 3 VSP  
365388CW  
Grades: 9 – 12  
1 unit  
Prerequisite: Spanish 2  
This course is a sequel to Spanish 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate Low-Mid Range).

Spanish 3 Honors VSP  
365388HW  
Grades: 9 – 12  
1 unit  
Prerequisite: Teacher recommendation – Grade higher than 80 in Spanish 2  
This course is a sequel to Spanish 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The third year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale. (Intermediate Mid-Range).
Spanish 4 Honors VSP 365488HW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in Spanish 3 Honors
This course is a sequel to Spanish 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range)

Spanish 5 Honors VSP 365588HW
Grades: 11 – 12
1 unit
Prerequisite: Teacher recommendation – Grade higher than 80 in Spanish 4 Honors
This course is designed to offer students who have successfully completed Spanish 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. ACTFL Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes)

PHYSICAL EDUCATION AND HEALTH

Physical Education 1 VSP (Required for Graduation) 344188CW
Grades: 9
1 unit
Prerequisite: None
Physical Education 1 meets the graduation requirements for the State Department of Education. The physical education course in the high school is organized so that students participate in a variety of activities. This course meets the South Carolina Academic Standards for Physical Education and is the foundation course for all other physical education courses.

Personal Health and Wellness VSP (Required for Graduation) 340288CH
Grade: 9-12
1/2 unit
Prerequisite: None
Personal Health and Wellness meets the graduation requirements for Richland School District One. Personal Health and Wellness is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent disease. A minimum of 750 minutes of reproductive health, pregnancy prevention, and sexually transmitted disease along with consumer health, environmental health, growth and development, nutritional health, personal health prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, and mental and emotional health is required by the Comprehensive Health Education Act of 1988 in addition to community health. Erin’s Law and Ronald Rouse’s Law are embedded within the curriculum. One half unit of Personal Health and Wellness is required for graduation.

CATE

Integrated Business Applications 1 VSP 502088CW
Grades: 9 - 12
1 unit
Prerequisite: None
This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. All students are encouraged to join Future Business Leaders of America (FBLA).
Integrated Business Applications 2 VSP
502188CW
Grades: 10 – 12
1 unit
Prerequisite: Successful completion of Integrated Business Applications 1
This course of study is designed to teach the student advanced computer concepts as related to processing data into useful information needed in business situations by using advanced database, spreadsheet, word processing, and presentation software capabilities. All students are encouraged to join Future Business Leaders of America (FBLA).

Accounting 1 VSP
500188CW
Grades: 10-12
1 unit
Prerequisite: Completion of Algebra 1 or equivalent with a grade of C or better and/or instructor approval
This course is designed to help the student develop the skills necessary for the highly technical interaction between accounting and business, to develop an understanding of the steps of the accounting cycle as applied to several different kinds of business operations, and to develop an understanding of accounting concepts, principles, and practices. Use of the computer in simulated activities gives the student an opportunity to see the advantages of technology in accounting procedures. All students are encouraged to join Future Business Leaders of America (FBLA).

Business Law VSP
504488CW
Grades: 10-12
1 unit
Prerequisite: None
This course is designed to provide the student with knowledge of the legal environment in which a consumer operates, to provide the student with knowledge of the legal environment in which a business operates, and to provide the student with knowledge of legal principles. All students are encouraged to join Future Business Leaders of America (FBLA).

Accounting 2 VSP
500588CW
Grades: 10-12
1 unit
Prerequisite: Accounting 1 with minimum grade of “C” or better and/or instructor approval
This course expands the student’s understanding of accounting subsystems and develops an understanding of various methods of internal control procedures. The student develops competence in using subsidiary ledgers, in preparing financial statements, and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities. All students are encouraged to join Future Business Leaders of America (FBLA).

Personal Finance VSP
513188CW
Grades: 9-12
1 unit
Prerequisite: None
This course is designed to introduce the student to basic financial literacy skills which includes budgeting, obtaining credit, maintaining checking accounts, analyzing the basic elements of finance, computing payroll, recording business transactions, and applying computer operations to financial management. All students are encouraged to join Future Business Leaders of America (FBLA). In situations where several career and technology student organizations (CTSOs) are represented in the class, preference should not be given to any one student organization. The standards are generic to all of the career and technology education student organizations.

Networking Fundamentals VSP
531088CD
Grades: 10 – 12
2 units
Prerequisite: Completion of the Electronic Fundamentals course, Algebra 1 or equivalent, overall GPA of 2.0 or higher.
Networking is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Upon successful completion of these courses, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem solving skills. Instruction includes networking media topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in proper care, maintenance, and use of networking software, tools, and equipment. Particular emphasis is given to the use of critical thinking skills and problem solving techniques found in math and communication programs. All students are encouraged to join Skills USA.

Food and Nutrition 1 VSP
582488CW
Grades: 9 - 12
1 unit
Prerequisite: None
Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that
incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Food and Nutrition I is a prerequisite for Food and Nutrition II. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum. National Certification: ServSafe® Employee

Food and Nutrition 2 VSP
582588CW
Grades: 9 – 12
1 unit
Prerequisite: Food and Nutrition 1
Students enrolled in Food and Nutrition II will experience an advanced program designed to provide a more in depth knowledge of individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, safety and sanitation, consumer decisions, ethnic and multicultural meal preparation, table service and etiquette, and foods and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Skills acquired in Food and Nutrition II provides a foundation for further studies and employability in nutrition and food service. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum. National Certification: ServSafe® Employee.

GENERAL ELECTIVES

ACT Preparation VSP
379988CW
Grades: 10 – 12
1 unit
Prerequisite: None
In this course students will prepare to take the ACT examination. They will review item types, complete practice tests, and learn test-taking strategies specific to the ACT. In addition, they will review how scores are reported.

ACT Preparation VSP (1/2 unit)
379988CH
Grades: 10 – 12
1/2 unit
Prerequisite: None
In this course students will prepare to take the ACT examination. They will review item types, complete practice tests, and learn test-taking strategies specific to the ACT.

SAT Preparation VSP
379989CW
Grades: 10 – 12
1 unit
Prerequisite: None
In this course students will prepare to take the SAT examination. They will review item types, complete practice tests, and learn test-taking strategies specific to the SAT.

SAT Preparation VSP (1/2 unit)
379989CH
Grades: 10 – 12
1/2 unit
Prerequisite: None
In this course students will prepare to take the SAT examination. They will review item types, complete practice tests, and learn test-taking strategies specific to the SAT.
**ADVANCED PLACEMENT PROGRAM**

**AP English Language and Composition**  
*307100AW*  
**Grade:** 11  
**1 unit**  
**Prerequisite:** Honors students with above average grades and teacher recommendation  
Participating colleges and universities grant credit and/or appropriate placement on the basis of test scores. AP English Language and Composition is an advanced course in effective strategies for writing and critical reading. It is designed for college-bound students with an above average command of composition and grammar skills. Course content emphasizes rhetorical techniques valuable for a variety of topics discourse, to organize details, to use effective diction and to appeal to specific audiences. As readers, they will learn to recognize the language patterns that authors have created and to describe their responses to the patterns. The Advanced Placement exam is required of students enrolled in the course.

**AP English Literature and Composition**  
*307000AW*  
**Grade:** 12  
**1 unit**  
**Prerequisite:** Above average grades, English III Honors, or Teacher Recommendation  
Participating colleges and universities grant credit and/or appropriate placement on the basis of test scores. English AP is designed to prepare students for taking the CEEB English Advanced Placement Examination. This exam gives students the opportunity to demonstrate writing ability and perceptions of literature including language, structure, meaning, and evaluation of a representative sampling of several genres. The exam is required of students enrolled in the course.

**Advanced Placement Statistics**  
*417100AW*  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite:** Algebra 2; Recommended: Exceptional reading comprehension and writing abilities  
Statistics connects mathematics with students’ world and with other subjects. This course reflects the methodologies supporting the new curriculum goals. Students enrolled in Statistics will be prepared for topics covered in many college-level courses as well as the world of work. Technology is required to facilitate learning and to help develop students’ quantitative reasoning and problem-solving skills; the purpose of Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns and (4) statistical inference; long and short term projects are required of all students enrolled in this course. All students must take the College Board AP Statistics examination.

**Advanced Placement Calculus (AB)**  
*417000AW*  
**Grade:** 11-12  
**1 unit**  
**Prerequisite:** Pre-Calculus Honors  
Calculus AB consists of a full academic year of work in Calculus and related topics comparable to courses in colleges and universities and is intended for students who have a thorough knowledge of college preparatory mathematics. It is a course in introductory calculus with elementary functions. The idea of limit is introduced. Derivatives of algebraic, trigonometric, logarithmic, and exponential functions are considered with the applications that follow. Also involved is basic coverage of integration, the fundamental theorem of integral calculus, computation of area under the curve, and other application techniques. Students will be required to use a graphing calculator to produce the graph of a function within an arbitrary viewing window, find the zeros of a function, compute the derivative of a function numerically, and compute definite integrals numerically. Students are required to take the Advanced Placement Examination.

**Advanced Placement Calculus (BC)**  
*417200AW*  
**Grade:** 12  
**1 unit**  
**Prerequisite:** Pre-Calculus Honors  
Calculus BC is an intensive course in the calculus of functions of a single variable and provides a rigorous curriculum for motivated and talented students. The course requires analytic reasoning skills and disciplined study habits. The topics covered include a review of all AB topics; integration techniques and applications; infinite series, parametric and polar equations, and vectors. Students are expected to use a graphing calculator throughout the course. This course represents college-bound mathematics for which most colleges grant advanced placement and credit. The content of AP Calculus BC is designed to qualify the student for placement and credit one semester beyond that granted for AP Calculus AB. Students are required to take the Advanced Placement Examination.

**AP Mathematics Calculus (AB) Preparation Lab Honors**  
*314900HW*  
**Grade:** 11-12  
**1 unit**  
**Prerequisite:** Concurrent enrollment in AP Calculus AB  
This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with AP Calculus AB. Students will be required to complete specific laboratory projects.
AP Mathematics Calculus (BC) Preparation Lab Honors
314901HW
Grade: 12
1 unit
Prerequisite: Concurrent enrollment in AP Calculus BC
This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with the AP Calculus BC. Students will be required to complete specific laboratory projects.

AP Statistics Preparation
314902HW
Grades: 10 – 12
1 unit
Prerequisite: Concurrent enrollment in AP Statistics
This course provides laboratory experiences in conjunction with AP Statistics. Students will be required to complete specific laboratory projects designed to allow them to work with data, analyses, and reports.

Advanced Placement Biology
327200AW
Grades: 11 – 12
1 unit
Prerequisite: “80” or above in Biology 1 Honors or “85” or above in Biology 1; Chemistry 1 and Science teacher recommendation
This course is designed to be the equivalent of a college general biology course. Three areas of the biological sciences will be addressed: the molecular and cellular, the organism, and the population. Extensive laboratory work will be an important part of the course with reports done in great detail. The course will be designed to follow the AP guidelines for biology. Each student must take the Advanced Placement examination for possible college credit.

AP Biology Preparation Lab Honors
328901HW
Grades: 11 – 12
1 unit
Prerequisite: Concurrent enrollment in AP Biology
This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with AP Biology. Students will be required to complete specific reading and laboratory projects.

Advanced Placement Chemistry
327300AW
Grades: 11 – 12
1 unit
Prerequisite: 80 or above in Chemistry 1 Honors or 85 or above in Chemistry 1 and Science teacher recommendation
This course is designed to be the equivalent of a college level general chemistry course. Laboratory experiments will require the students to make observations, record data, calculate and interpret results based on data. General topics covered will be: atomic structure, bonding, chemical equilibrium, 46 kinetics and thermodynamics. Students will be required to take the College Board Advanced Placement Examination for chemistry.

AP Chemistry Preparation Lab Honors
328900HW
Grades: 11 – 12
1 unit
Prerequisite: Concurrent enrollment in AP Chemistry
This course is designed for the extension of concepts studied in AP Chemistry, along with completion of designated AP Labs and additional problem solving. AP Seminar does not carry weighted credit. It is recommended that AP Seminar be taken simultaneously with AP Chemistry.

Advanced Placement Environmental Science
327700AW
Grades: 10 – 12
1 unit
Prerequisite: 2 years of high school laboratory science and at least one year of Algebra
AP Environmental Science is a college level course with goal of providing students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Each student must take the Advanced Placement examination for possible college credit.

Advanced Placement Physics 1
328200AW
Grades 11-12
1 unit
Prerequisite: Pre-calculus (completed or concurrently enrolled)
AP Physics 1 provides a systematic approach to scientific modeling, use of mathematics for problem solving, scientific investigations, data collection and analysis, ability to work with theories, and an understanding of the knowledge of various scales. The course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Learning strategies include drills in methods of problem solving, demonstrations, and a variety of open-ended laboratory activities. The course is focused on a series of learning objectives that clarify the knowledge and skills students should demonstrate to qualify for college credit and placement. Each learning objective combines physics content with foundational science practices. Students enrolled in the course are required to take the Advanced Placement examination for possible college credit.
Advanced Placement Physics 2
328300AW
Grades 11-12
1 unit
Prerequisite: Pre-calculus
AP Physics 2 is algebra based and is equivalent to a second-semester college course in algebra based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Learning strategies include drills in methods of problem solving, demonstrations, and a variety of open-ended laboratory activities. The course is focused on a series of learning objectives that clarify the knowledge and skills students should demonstrate to qualify for college credit and placement. Each learning objective combines physics content with foundational science practices. Students enrolled in the course are required to take the Advanced Placement examination for possible college credit.

AP Physics C-Electricity and Magnetism
327600AW
Grades: 11 – 12
1 unit
Prerequisite: 80 or above in Physics 1 Honors, Calculus or current enrollment in AP Physics C – Mechanics AP Physics
AP Physics C forms the first part of the college course sequence that serves as a foundation in Physics for students majoring in the Physical Sciences or Engineering. Methods of Calculus are used whenever appropriate in formulating physical principles and applying them to physical problems. The sequence is more intensive and analytical than that in Physics B. Students principally study mechanics, electricity, and magnetism with equal emphasis on these areas. Students will be expected to take the Advanced Placement examination for possible college credit.

AP Physics C-Mechanics
327568HW
Grades: 11 – 12
1 unit
Prerequisite: 80 or above in Physics 1 Honors, Calculus or current enrollment AP Physics C – Electricity and Magnetism
This course is combined with Physics C - Electricity and Magnetism and meets each day throughout the school year and counts as 2 credits. It includes AP Physics C topics plus additional content combines with AP Physics C - Electricity and Magnetism. These courses will offer 8 PACE hours. Students will be expected to take the Advanced Placement examination for possible college credit.

AP Human Geography
337900AW
Grades: 9 – 12
1 unit
Prerequisite: Teacher recommendation
This rigorous course is designed to explore the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students use the methods and tools geographers use in their science and practice. Student must take the AP Human Geography exam which is administered in May.

AP Human Geography Seminar
336979HW
Grades: 9 – 12
1 unit
Prerequisite: Teacher recommendation
This is a companion course to AP Human Geography.

AP US History
337200AW
Grades: 11 – 12
1 unit
Prerequisite: Teacher recommendation and successful completion of World Geography Honors, World History Honors or AP Human Geography
This course meets the graduation requirements for social studies. This is a college course designed for advanced students. Students will learn about the developments that have shaped U.S. history though the critical analysis of historical events and materials. Students will develop their ability to draw conclusions and use informed reasoning to present their arguments clearly and persuasively in essay format.

AP US History Seminar
336972HW
Grades: 11
1 unit
Prerequisite: Student must be enrolled in an AP US History
This college course is a companion course to AP United States History. It is designed to help students learn how to think critically by analyzing, synthesizing, and evaluating historical material. There will be a major emphasis on writing skills that are necessary for successful performance on the Advanced Placement United States History Exam in May.

AP Government and Politics
337300AW
Grade: 12
1 unit
Prerequisite: Successful completion of US History and Constitution Honors
This course meets the graduation requirements for social studies. This is a college course in American Government and Politics and is designed for advanced
students. The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

AP World History
337701AW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation
The AP World History course explores key themes of world history, including interaction with the environment, cultures, state-building, economic systems, and social structures, from approximately 8000 B.C.E. to the present. Students will learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations.

AP Macro Economics
337400AW
Grade: 12
1 unit
Prerequisite: Successful completion of United Government Honors or US History and Constitution Honors
This course meets the graduation requirements for social studies. The purpose of this advanced placement course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination and also develops student's familiarity with economic performance measures, economic growth, and international economics. Personal finance will be studied.

AP Micro Economics
337500AW
Grades: 12
1 unit
Prerequisite: Successful completion of United Government Honors or US History and Constitution Honors
This course meets the graduation requirements for social studies. AP Microeconomics provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, with the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP European History
337600AW
Grades: 10 – 12
1 unit
Prerequisite: AP European History Seminar and successful completion of World Geography Honors, World History Honors or AP Human Geography
This course is designated as a social studies elective. This course is an advanced study of European history for advanced students. Students will concentrate on the development of European nations from cultural, economic, social, and political perspectives. They will expand their problem-solving and critical thinking skills through the analysis and interpretation of historical data. Course requirements include outside readings and research papers. Students are required to take the Advance Placement Examination in European History which is administered in May.

AP European History Seminar
337610HW
Grades: 10 – 12
1 unit
Prerequisite: Students must be enrolled in AP European History
This course is a companion course to AP European History. It is designed to help students learn how to think critically by analyzing, synthesizing, and evaluating historical material. There will be a major emphasis on writing skills that are necessary for a successful performance on the Advanced Placement European History Exam in May.

AP Psychology
437100AW
Grades: 11 – 12
1 unit
Prerequisite: Teacher recommendation
This is a college level course designed for advanced students. Students are introduced to the systematic and scientific study of the behaviors and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students also learn the ethics and methods psychologists use in their science and practice. Students are required to take the Advanced Placement Examination in this course.

AP French
367100AW
Grade: 12
1 unit
Prerequisite: French V Honors - Teacher approval
College Board AP French is designed for advanced students and provides an in-depth study of French grammar and literature. Students will read and analyze
works from classic French literature. Students are required to take the Advanced Placement Examination. Participating colleges and universities grant credit and/or appropriate placement on the basis of exam scores.

**Advanced Placement Latin - Vergil**
357406AW
Grades: 12
1 unit
**Prerequisite: Latin 5 Honors - Teacher approval**
AP Latin (Vergil) is designed for advanced students and provides an in-depth study of Spanish language and literature. Students will read and analyze works from classic Spanish literature. Students are required to take the Advanced Placement Examination. Participating colleges and universities grant credit and/or appropriate placement on the basis of exam scores.

**AP Spanish**
367506AW
Grade: 12
1 unit
**Prerequisite: Spanish 5 Honors – Teacher Approval**
College Board AP Spanish is designed for advanced students and provides an in-depth study of Spanish language and literature. Students will read and analyze works from classic Spanish literature. Students are required to take the Advanced Placement Examination. Participating colleges and universities grant credit and/or appropriate placement on the basis of exam scores.

**Advanced Placement Music Theory**
357600AW
Grades: 11-12
1 unit
**Prerequisite: Advanced music coursework and Teacher approval**
The Advanced Placement Music Theory course is for highly motivated, well-prepared, committed high school music students interested in pursuing and receiving advanced placement and/or college level credit for the study of music theory. This course of study is designed for the study of musical materials, structure, and style. It integrates melodic, harmonic, textural, rhythmic, formal, and, to some extent, historical and stylistic aspects. The student’s ability to read and write musical notation as well as the student’s basic performance skills in voice or on an instrument is fundamental to the course. Students in this course will complete the Advanced Placement examination at the end of the year.

**Advanced Placement Art History**
357100AW
Grades: 11 – 12
1 unit
**Prerequisite: “B” or higher in Art 1 and one (1) other Art course; teacher approval, Portfolio Assessment.**
This course is designed to provide the same benefits to secondary students as those provided in an introductory college course in art history. Students who have done well in history, literature, and upper-level studio art are encouraged to enroll. The course requires a high degree of commitment to academic work and to the purpose of a program designed to meet college standards. Students who achieve the goals of this course may receive advanced placement and/or credit at many colleges and universities with successful completion of the Advanced Placement Examination in Art History through the College Board.

**Advanced Placement Art: Drawing**
357200AW
Grades: 11 – 12
1 unit
**Prerequisite: “B” or higher in Art 1 and one (1) other Art course; teacher approval, Portfolio Assessment.**
This course is designed for highly motivated, well-prepared, committed students interested in pursuing and receiving advanced placement and/or credit for college-level art course work while still in high school. Participants submit a portfolio of work for evaluation at the end of the school year. The portfolio consists of three sections – quality, concentration and breadth – which are scored and graded by the Education Testing Service (ETS) of the College Board.

**Advanced Placement Studio Art: Two-Dimensional Design**
357400AW
Grades: 11 – 12
1 unit
**Prerequisite: “B” or higher in Art 1 and one other visual arts course; teacher approval, Portfolio Assessment.**
This course is designed for motivated, well-prepared students interested in pursuing and receiving advanced placement and/or credit for college-level, studio art course work while still in high school. Participants submit a portfolio of work for evaluation at the end of the school year. The portfolio consists of three sections - 2 dimensional quality, concentration, and breadth - which are scored and graded by the Educational Testing Service (ETS) of the College Board.

**Advanced Placement Studio Art: Three-Dimensional Design**
357500AW
Grades: 11 – 12
1 unit
**Prerequisite: “B” or higher in Art 1 and one (1) other visual arts course; teacher approval, Portfolio Assessment.**
This course is designed for motivated, well-prepared students interested in pursuing and receiving advanced placement and/or credit for college-level, studio art course work while still in high school. Participants submit a portfolio of 3-dimensional work for evaluation at the end of the school year. The portfolio consists of three sections - quality, concentration, and breadth - which are scored and graded by the Educational Testing Service (ETS) of the College Board. GENERAL ELECTIVES
These additional general electives are taught at many of the high schools and Heyward Technology Center. Students should consider taking these courses if they want to improve their skills in specific areas.

**AP Seminar (Columbia, Dreher)**
373000AW
Grades: 10 – 11
1 unit
**Prerequisite: Participation in AP Capstone Program**
This course is the first course required to earn the AP Capstone Diploma. From the College Board: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**AP Research (Columbia, Dreher)**
373100AW
Grades: 11 – 12
1 unit
**Prerequisite: AP Seminar**
This is the second course required to earn the AP Capstone Diploma. From the College Board: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

**Computer Science, Advanced Placement**
477100AW
Grades: 11 – 12
1 unit
**Prerequisite: Algebra II**
This course is an introductory computer science course which emphasizes procedural and data abstraction, programming methodology, algorithms, and data structures. Students enrolled in AP Computer science should be competent in written communications and mathematical reasoning. Programming language C++ will be the primary focus and is required on the AP Examination. A minimum of three hours per week of laboratory time is required for success in the course. Students are required to take the Advanced Placement Computer Science Examination.

**Computer Science Applications (CSA) (Advanced Placement) (Keenan Only)**
477101AW
Grade 11-12
1 unit
**Prerequisite: Computer Science Engineering (CSE); the assumed prerequisites for entering the AP Computer Science A course include knowledge of basic English and Algebra. A student in the AP Computer Science A should be comfortable with functions and the concepts found in the uses of function notation, such as f(x)=x +2 and f(x)=g(h(x)). It is important that students and their advisors understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.**

The AP Computer Science A course introduces students to computer science fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large complex problems.
DUAL ENROLLMENT COURSES

Dual Enrollment English Composition 1 (ENG 101) 301500EW
Grades: 10 – 12
1 unit and 3 hours college credit
Prerequisite: Qualifying placement test score, see counselor for more information
This is a dual-enrollment course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. (MTC)

Dual Enrollment Critical Reading and Composition (ENGL 101) 301501EW
Grades: 10 – 12
1 unit and 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter and have successfully completed English 4
This course provides instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays. Upon successful completion of the course, students will:

1. Identify how a variety of challenging texts represent a range of literary and non-literary genres and a range of media.
2. Demonstrate the ability to learn and practice strategies for reading carefully and for analyzing texts closely, and critically.
3. Work through a full range of writing processes— including invention, planning, drafting, revision, and editing.
4. Develop, organize, and produce effective college-level expository and analytical essays.
5. Demonstrate the ability to summarize, paraphrase, and cite reading material in accordance with MLA guidelines and understand basic principles of academic integrity.
6. Engage in productive discussions with classmates about course texts and about each other’s papers in progress. Develop a clear, effective writing style, free of major errors, appropriate for academic audiences. (USC)

Dual Enrollment English Composition 2 (ENG 102) 301600EW
Grades: 10 – 12
1 unit and 3 hours college credit
Prerequisite: ENG 101–English Composition 1
This is a (college-transfer) course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included. (MTC)

Dual Enrollment Rhetoric and Composition (ENGL 102) 301601EW
Grades: 10 – 12
1 unit and 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter and have successfully completed ENGL 101
This course offers structured, sustained practice in researching, analyzing and composing arguments. Students will read about a range of academic and public issues and write researched argumentative and persuasive essays. Upon successful completion of this course, students will:

1. Write effective college-level papers on academic and public issues, each tailored appropriately to its audience and purpose.
2. Demonstrate rhetorical concepts and terms that will enable you to identify the elements of an effective argument.
3. Craft reasoned arguments that articulate a central claim (thesis), draw on credible supporting evidence, and effectively address opposing viewpoints.
4. Demonstrate abilities in researching, specifically to find, assess, and use appropriate supporting materials from the university libraries, the Internet, and other sources.
5. Effectively integrate material from research into your writing via summary, paraphrase, and quotation.
6. Document source materials using MLA style and understand basic principles of academic integrity, intellectual property, citation, and documentation.
7. Work through a full range of writing processes— including invention, planning, drafting, revision, and editing.
8. Collaborate with classmates to develop group projects and to critique each other’s work in progress. Develop a clear, effective writing style, free of major errors, and adapt it to a variety of rhetorical situations. (USC)

Dual Enrollment Creative Writing (ENG 238) 303100EW
Grades: 10 – 12
1 unit and 3 hours college credit
Prerequisite: ENG 102 – English Composition 2
This course presents an introduction to creative writing in various genres. (MTC)

Dual Enrollment College Algebra (MAT 110) 413300EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: Grade of 80 or above in Algebra 2
This course includes the following topics: polynomial, rational, logarithmic and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; simple linear programming; solutions of higher degree polynomials; combinatorial algebra; including the binomial theorem; and introduction to probability. (Graphing calculator required) (MTC)
Dual Enrollment Basic College Mathematics (MATH 111)
413301EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter
This course provides instruction in basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations. Credit may not be received for both MATH 111 and 115. (USC)

Dual Enrollment College Trigonometry (MAT 111)
413400EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: MAT 110 (Tech) MAT 111 (USC) – College Algebra
This course includes the following topics: circular functions; trigonometric identities; solution of right and oblique triangles; solution of trigonometric equations, polar coordinates, complex numbers, including DeMoivre’s Theorem; vectors, conic sections, sequences; and series. (Graphing calculator required) (MTC)

Dual Enrollment Analytical Geometry and Calculus 1 (MAT 140)
413609EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: MAT 110 (Tech) MAT 111 (USC) – College Algebra
This course includes the following topics: derivatives and integrals of polynomials; rational, logarithmic, exponential, trigonometric, and inverse trigonometric functions; curve sketching; maxima and minima of functions; related rates; work; and analytic geometry. (Graphing calculator required) (MTC)

Dual Enrollment Biological Science 1 (BIO 101)
322800EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: RDG 100 – College Reading or ESL 100 – Reading in English as a Second Language
This course is a study of the scientific method, basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, population genetics, natural selection, evolution and ecology. (MTC)

Dual Enrollment Biological Science 2 (BIO 102)
322900EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: BIO 101 – Biological Science 1
This course is a study of the classification of organisms and structural and functional considerations of all kingdoms (particularly major phyla as well as viruses). Vertebrate animals and vascular plants are emphasized. (MTC)

Dual Enrollment General Chemistry 1 (CHM 101)
323900EW
Grades: 11 – 12
1 unit and 3 hours college credit
Prerequisite: MAT 101 – Beginning Algebra
This is the first of a sequence of courses in fundamental principles of chemistry. Topics include atomic and molecular structure, nomenclature, formulas and equations, common substances and reactions, stoichiometry, states of matter, solutions, and equilibria. (MTC)

Dual Enrollment Western Civilization to 1689 (HIS 101)
336600EW
Grades: 11 – 12
1 unit & 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of World Geography Honors, World History Honors or AP Human Geography
This course is designated as a social studies elective. This course is a survey of western civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping western cultural tradition. (MTC)

Dual Enrollment Western Civilization from 1689 (HIS 102)
336700EW
Grades: 11 – 12
1 unit & 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of World Geography Honors, World History Honors or AP Human Geography
This course is designated as a social studies elective. This course is a survey of western civilization from 1689 to the present, including the major political, social, economic, and intellectual factors which shape the modern western world. (MTC)

Dual Enrollment American History to 1877 (HIS 201)
332100EW
Grades: 11 – 12
1 unit & 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of World Geography Honors, World History Honors or AP Human Geography
This course is designated as a social studies elective. This course is a survey of U. S. history from discovery to 1877. This course includes political, social, economic, and intellectual developments during this period. (MTC)
Dual Enrollment United States History to 1865 (HIST 111)
332101EW
Grades: 11 – 12
1 unit & 3 hours college credits
Prerequisite: Must meet entry requirements for USC-Sumter
This course provides a general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments. Upon successful completion of this course, students will be able to:
1. Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States to the end of the Civil War.
2. Define and summarize major events, developments, and themes of United States history until the end of the Civil War.
3. Evaluate significant themes, issues, or eras in United States history until the end of the Civil War.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.

Dual Enrollment American History 1877 to Present (HIS 202)
332200EW
Grades: 11 – 12
1 unit and 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of World Geography Honors, World History Honors or AP Human Geography
This course meets the graduation requirements for social studies. This course is a survey of U.S. history from 1877 to the present. This course includes political, social, economic, and intellectual developments during this period. (MTC)

Dual Enrollment United States History Since 1865 (HIST 112)
332201EW
Grades: 11 – 12
1 unit and 3 hours college credits
Prerequisite: Must meet entry requirements for USC-Sumter
This course provides a general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Upon successful completion of the course, students will be able to:
1. Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States from the end of the Civil War to the contemporary era.
2. Define and summarize major events, developments, and themes of United States history from the end of the Civil War until the contemporary era.
3. Evaluate significant themes, issues, or eras in United States history from the end of the Civil War until the contemporary era.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.

Dual Enrollment Intro to Psychology (PSY 201)
334200EW
Grade: 12
1 unit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.
This course is designated as a social studies elective. General Psychology (PSY 201) is offered by the Midlands Technical College for 3 hours of college credit. This course includes the following topics and concepts in the science of behavior: scientific method, biological bases for behavior, perception, motivation, learning memory, development, personality, abnormal behavior, therapeutic techniques, and social psychology. Students are responsible for paying the tuition fee assessed by the Midlands Technical College. (MTC)

Dual Enrollment Intro to Sociology (SOC 101)
334700EW
Grades: 11 – 12
1 unit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter
This course provides an introduction to the basic concepts and findings within the field of psychology. (USC)
This course may be offered through videoconferencing. (MTC)

**Dual Enrollment Introductory Sociology (SOCY 101) 334701EW**

_Grades: 11 – 12_  
_1 unit & 3 hours college credit_  
**Prerequisite: Must meet entry requirements for USC-Sumter**

An introduction to sociological facts and principles: an analysis of group-making processes and products. Upon successful completion of this course, students will be able to:  
1. Discuss the works of the classical scholars in sociology.  
2. Recognize the different types of social science research and the differences between qualitative and quantitative methods.  
3. Explain and define major sociological concepts such as class, status, social institution, socialization, identity, deviance, etc.  

Explain social inequalities related to race, gender, class and status. (USC)

**Dual Enrollment American National Government (POLI 201) 333101EW**

_Grades: 11 – 12_  
_1 unit & 3 hours college credit_  
**Prerequisite: Must meet entry requirements for USC-Sumter**

This course is focused on the formation and development of the national government, its organization and powers. Upon successful completion of this course, students will be able to:  
1. Express an informed opinion about the health of the American democracy and citizenship based upon the various social and political science theories and analytical methodologies we examine in class;  
2. Define and explain not only the broad principles, ideals, and ethical values, but also the debates and compromises that accompanied the founding of the American republic and that still often animate its politics, including the role of cultural diversity;  
3. Explain and analyze the logic of the American constitutional system, as envisioned by its framers, as well as the tensions and shortcomings of that system, and its relationship to social well-being and the resolution of conflict;  
4. Explain and analyze the internal dynamics and interplay of the three main branches of the U.S. government and the questions of separated authority, check-and-balance, and accountability that still exist;  
5. Demonstrate understanding of what shapes American citizenship and participation and the various processes, barriers, opportunities, institutions, and mediating groups that have helped or hindered equity and democratic responsiveness. (USC)

**Dual Enrollment Public Communication (SPCH 140) 304501EW**

_Grades: 11 – 12_  
_1 unit & 3 hours college credit_  
**Prerequisite: Must meet entry requirements for USC-Sumter**

This course provides an introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement. Upon successful completion of the course, students will be able to:  
1. Identify different forms of public communication and explain their respective value in specific social, political, and institutional contexts.  
2. Explain the fundamental concepts of public communication, including principles of oral argumentation, persuasion, theories of the rhetorical situation and audience interaction, modes of listening and style, and the demands of ethical public engagement.  
3. Apply and demonstrate the basic concepts of public communication through the performance of speeches that are addressed to a variety of issues, audiences and situations.  
4. Interpret and assess the form, dynamics, and power of public communication.  
5. Define the art of rhetoric and explain its role in the development of public and social life. (USC)

**Dual Enrollment Introduction to Early Childhood (ECD 101) 570800EW**

_Grade: 11 – 12_  
_1 unit & 3 hours college credit_  
**Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.**

This course includes an overview of growth and development, developmentally appropriate curriculum, positive guidance techniques, regulations, health, safety, and nutrition standards in early care and education. Professionalism, family/cultural values and practical applications based on historical and theoretical models in early care and education are highlighted in this course. (MTC)

**Dual Enrollment Teacher Cadet Program (EDTE 101) (USC) 373501EW**

(Dreher, AC Flora, and Lower Richland)  
_Grade: 12_  
_1 unit and 3 college credit hours_  
**Prerequisite: Teacher recommendation and a 3.0 grade point average**

Teacher Cadet is for students possessing a high level of academic achievement who may be interested in a career in education. The intention of this course is both...
to create an interest in teaching as a profession and to promote an understanding of our American education system among future community leaders. This program works in conjunction with local colleges and universities. Course content will cover such subjects as the learner, effective teaching, the lesson, understanding schools, teaching as a career/profession, and field observation. The student must also enroll in EDTE 101P, which is one-third of the college credit awarded by the college. (USC)

**Dual Enrollment Teacher Cadet Program (EDU 105)**
*(Newberry)*
373502EW
*(Columbia, Eau Claire, and Keenan)*

**Grade:** 12

1 unit and 3 college credit hours

**Prerequisite:** Teacher recommendation and a 3.0 grade point average

Teacher Cadet is for students possessing a high level of academic achievement who may be interested in a career in education. The intention of this course is both to create an interest in teaching as a profession and to promote an understanding of our American education system among future community leaders. This program works in conjunction with local colleges and universities. Course content will cover such subjects as the learner, effective teaching, the lesson, understanding schools, teaching as a career/profession, and field observation. (Newberry)

**Dual Enrollment Teacher Cadet Program (EDU 100)**
*(Columbia College)*
373503EW
*(CA Johnson)*

**Grade:** 12

1 unit and 3 college credit hours

**Prerequisite:** Teacher recommendation and a 3.0 grade point average

Teacher Cadet is for students possessing a high level of academic achievement who may be interested in a career in education. The intention of this course is both to create an interest in teaching as a profession and to promote an understanding of our American education system among future community leaders. This program works in conjunction with local colleges and universities. Course content will cover such subjects as the learner, effective teaching, the lesson, understanding schools, teaching as a career/profession, and field observation. (Columbia College)

**Dual Enrollment Intro to Criminal Justice (CRJ 101)**
652000EW

**Grades:** 12

1 unit & 3 hours college credit

**Prerequisite:** Students must pass the Midlands Technical College ACCUPLACER examination requirements.

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice, to include police organizations, court systems, correctional systems and juvenile justice agencies.

Students are responsible for paying the tuition fee assessed by Midlands Technical College. (MTC)

**Dual Enrollment Introduction to Art (ARTE 101)**
352001EW

**Grades:** 11 – 12

1 unit & 3 hours college credit

**Prerequisite:** Must meet entry requirements for USC-Sumter

This course incorporates lectures in art appreciation introducing the elements and principles of the visual arts, with examples from the history of art. Upon successful completion of the course, students will be able to:
1. Identify the elements and principles of the visual arts.
2. Define and employ terminology associated with the visual arts.
3. Apply fundamental aesthetic concepts in interpreting works of art.
4. Explain significant trends in style and content in Western visual arts.
5. Recognize notable works of Western art and discuss their significance. (USC)

**Dual Enrollment History and Appreciation of Art (ART 101)**
352004EW

**Grades:** 11 – 12

1 unit & 3 hours college credit

**Prerequisite:** Students must pass the Midlands Technical College ACCUPLACER examination requirements.

This is an introductory course to the history and appreciation of art, including the elements and principles of the visual arts. (MTC)

**Dual Enrollment Introduction to Music (MUSC 110)**
356501EW

**Grades:** 11 – 12

1 unit & 3 hours college credit

**Prerequisite:** Must meet entry requirements for USC-Sumter

This course focuses on perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music is included. Upon successful completion, students will be able to:
1. Analyze musical works with regard to compositional elements, style, and historical periods.
2. Discuss specific artistic periods or styles of music with regard to historical development and major practitioners.
3. Demonstrate understanding of the ways music functions in society and culture.
4. Demonstrate ability to listen critically to music and develop a basic understanding of aesthetics and music as an art.
5. Demonstrate enhanced general competencies in the areas of reading, writing, critical thinking, and the
basic listening skills required to engage in an informed discussion of music.
6. Continue to develop life-long knowledge and enjoyment of music.  (USC)

Dual Enrollment Music Appreciation (MUS 105)  
356504EW  
Grades: 11 – 12  
1 unit & 3 hours college credit  
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.  
This course is an introduction to the study of music with focus on the elements of music and their relationships, the musical characteristics of representative works and composers, common musical forms and genres of various Western and non-Western historical style periods, and appropriate listening experiences. (MTC)

Dual Enrollment Medical Terminology (AHS 102)  
554100EW  
Grades: 11 - 12  
1 unit and 3 hours college credits  
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.  
This course covers medical terms, including roots, prefixes and suffixes, with emphasis on spelling, definition and pronunciation.  (MTC)

Dual Enrollment Medical Vocabulary/Anatomy (AHS 104)  
554200EW  
Grades: 11 - 12  
1 unit and 3 hours college credits  
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.  
This course introduces the fundamental principles of medical terminology and includes a survey of human anatomy and physiology.  (MTC)

Dual Enrollment Health Careers (AHS 119)  
555100EW  
Grade 12  
1 unit & 3 hours college credit  
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER Exam with a minimum reading score of 75.  
This course provides information on various health careers to include job responsibility, personal and educational requirements, as well as overview of health care system with its unique nomenclature and delivery of care. (MTC)

Dual Enrollment Intro to Computers (CPT 101)  
470500EW  
Grades: 12  
1 unit & 3 hours college credit  
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.  
This course covers basic computer history, theory and applications, including word processing, spreadsheets, databases, and the operating system.  (This is NOT CPT 101 Intro to Computer Technology, which is not offered in Richland One.) (MTC)

Dual Enrollment Microcomputer Applications (CPT 170)  
502600EW  
Grades: 12  
1 unit & 3 hours college credit  
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.  
This course introduces microcomputer applications software, including word processing, data bases, spreadsheets, graphs and their integration. This course cannot be used for CATE credit or to meet CATE completer requirements. (MTC)

ADDITIONAL DUAL-ENROLLMENT COURSES FOR RICHLAND ONE MIDDLE COLLEGE (ROMC)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>304500EW</td>
<td>SPC 205</td>
<td>MTC</td>
</tr>
<tr>
<td>414300EW</td>
<td>MAT 120</td>
<td>MTC</td>
</tr>
<tr>
<td>335800EW</td>
<td>ECO 211</td>
<td>MTC</td>
</tr>
<tr>
<td>303700EW</td>
<td>ENG 205</td>
<td>MTC</td>
</tr>
<tr>
<td>403200EW</td>
<td>ENG 236</td>
<td>MTC</td>
</tr>
<tr>
<td>324700EW</td>
<td>PHY 201</td>
<td>MTC</td>
</tr>
</tbody>
</table>

Each of the courses listed above earns one high school credit and three college credits.
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

International Baccalaureate (IB) course offerings may vary from school to school and each course may not be offered each year.

GROUP 1: Language A1 (1st Language)

IB English Literature HL –1
301BO01W
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (1st of two year sequence)
Prerequisite(s): English I & II Honors
Description: This course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. IB Internal and External Assessments required.

IB English Literature HL –2
301C001W
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: Continuation of IB English HL-1(2nd of two year sequence)
Prerequisite: IB English HL-1
Description: This course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. IB Internal and External Assessments required. IB Examination in May.

IB English Language and Literature HL-1
301B011W
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (1st of two year sequence)
Prerequisite(s): English I & II Honors
Description: Language and literature comprises four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning is central to the course. IB Internal and External Assessments required.

IB English Language and Literature HL-2
301C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: Continuation of IB English Language and Literature HL-1 (2nd of two year sequence)
Prerequisite: IB English Language and Literature HL-1
Description: Language and literature comprises four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning is central to the course. IB Internal and External Assessments required. IB Examination in May.

GROUP 2: Language B (2nd Language)

IB French B SL Seminar
361K00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): French III H
Description: An additional language-learning course designed for students with some previous learning of the language. The main focus is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. IB Internal and External Assessments required.

IB French B SL
361G12IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB French B SL Seminar
Description: An additional language-learning course designed for students with some previous learning of the language. The main focus is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to
literary texts, and be related to the culture(s) concerned. IB Internal and External Assessments required. IB Examination in May.

**IB French ab initio Seminar SL**
*361K01HW*
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Coordinator Approval  
Description: Organized into three themes: individual/society, leisure/ work and urban/rural environment. These three fundamental areas are interconnected and are studied concurrently. This course is designed for a student with little previous experience in the language. IB Internal and External Assessments required.

**IB French ab initio SL**
*361F12IW*
Credit(s) 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Coordinator Approval  
Description: Organized into three themes: individual/society, leisure/ work and urban/rural environment. These three fundamental areas are interconnected and are studied concurrently. This course is designed for a student with little previous experience in the language. IB Internal and External Assessments required. IB Examination in May.

**IB German B SL Seminar**
*362J00HW*
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): German III H  
Description: An additional language-learning course designed for students with some previous learning of the language. The main focus is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. IB Internal and External Assessments required.

**IB German B SL**
*362G12IW*
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): German IV H  
Description: An additional language-learning course designed for students with some previous learning of the language. The main focus is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. IB Internal and External Assessments required.

**IB German ab initio Seminar SL**
*362K00HW*
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Coordinator Approval  
Description: Organized into three themes: individual/society, leisure/ work and urban/rural environment. These three fundamental areas are interconnected and are studied concurrently. This course is designed for a student with little previous experience in the language. IB Internal and External Assessments required.

**IB German ab initio SL**
*362F12IW*
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Coordinator Approval  
Description: Organized into three themes: individual/society, leisure/ work and urban/rural environment. These three fundamental areas are interconnected and are studied concurrently. This course is designed for a student with little previous experience in the language. IB Internal and External Assessments required. IB Examination in May.

**IB Spanish B SL Seminar**
*365J00HW*
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Spanish III H  
Description: An additional language-learning course designed for students with some previous learning of the language. The main focus is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. IB Internal and External Assessments required.
**IB Spanish B SL**

*365G12IW*

**Credit(s):** 1 unit  
**Level:** Standard  
**Grade Level:** 11 – 12  
**Duration:** 1 year  

**Prerequisite(s):** IB Spanish B SL Seminar  

**Description:** An additional language-learning course designed for students with some previous learning of the language. The main focus is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and be related to the culture(s) concerned. IB Internal and External Assessments required. IB Examination in May.

---

**IB Spanish ab initio Seminar SL**

*365K00HW*

**Credit(s):** 1 unit  
**Level:** Standard  
**Grade Level:** 11 – 12  
**Duration:** 1 year  

**Prerequisite(s):** Coordinator Approval  

**Description:** Organized into three themes: individual/society, leisure/work and urban/rural environment. These three fundamental areas are interconnected and are studied concurrently. This course is designed for a student with little previous experience in the language. IB Internal and External Assessments required.

---

**IB Spanish ab initio SL**

*365F12IW*

**Credit(s):** 1 unit  
**Level:** Standard  
**Grade Level:** 11 – 12  
**Duration:** 1 year  

**Prerequisite(s):** Coordinator Approval  

**Description:** Organized into three themes: individual/society, leisure/work and urban/rural environment. These three fundamental areas are interconnected and are studied concurrently. This course is designed for a student with little previous experience in the language. IB Internal and External Assessments required. IB Examination in May.

---

**GROUP 3: Individuals and Societies**

**IB Business and Management SL Seminar**

*381D00HW*

**Credit(s):** 1 unit  
**Level:** Standard  
**Grade Level:** 11  
**Duration:** 2 years (first of the two-year sequence)  

**Prerequisite(s):** IB Business and Management SL Seminar  

**Description:** The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required. IB Examination in May.

---

**IB Business and Management SL**

*381A01IW*

**Credit(s):** 1 unit  
**Level:** Standard  
**Grade Level:** 12  
**Duration:** 2 years (second of the two-year sequence)  

**Prerequisite(s):** IB Business and Management SL Seminar  

**Description:** The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required. IB Examination in May.
IB Business and Management HL-1

381B00IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate
Description: The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. As a course it aims to encourage a holistic view of the world of business by promoting an awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations. The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required.

IB Business and Management HL-2

381C00IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Business and Management HL I
Description: The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. As a course it aims to encourage a holistic view of the world of business by promoting an awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations. The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required. IB Examination in May.

IB Economics SL Seminar

335D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate
Description: The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required.

IB Economics SL

335A00IW
Credit(s): 1 unit
Level: Standard
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Business and Management HL I
Description: The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. As a course it aims to encourage a holistic view of the world of business by promoting an awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations. The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required. IB Examination in May.
IB Economics HL-1
335B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate
Description: The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required.

IB Geography SL Seminar
335D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11
Duration: 2 years (second of two-year sequence)
Prerequisite: IB None
Description: Topics include global and international awareness in several distinct ways, key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. IB Internal and External Assessments required.

IB Economics HL-2
335C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Economics HL I
Description: The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required.

IB Geography SL
331A00IW
Credit(s): 1 unit
Level: Standard
Grade Level: 12
Duration: 2 years (second of two-year sequence)
Prerequisite: IB Geography SL Seminar
Description: The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students’ awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required in May.

IB Geography HL-1
331B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate
Description: The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students’ awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required.
way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students’ awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required.

IB Geography HL-2
331C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Geography HL I
Description: The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students’ awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required in May.

IB History SL Seminar
336L00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): World History-H and World Geography-H or AP Human Geography (preferred) and AP World History (preferred)
Description: Provides an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations while encouraging an understanding of the impact of historical developments at national, regional and international levels. IB Internal and External Assessments required.

IB History SL
336K02IW
Credit(s): 1 unit
Level: Standard
Grade Level: 12
Duration: Continuation of IB History HL-1 (second of the two-year sequence)
Prerequisite(s): IB History HL-1
Description: Provides an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations while encouraging an understanding of the impact of historical developments at national, regional and international levels. IB Internal and External Assessments required. IB Examination in May.

IB US History
336D01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): World History-H and World Geography-H or AP Human Geography (preferred) and AP World History (preferred)
Description: Provides an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations while encouraging an understanding of the impact of historical developments at national, regional and international levels. Students enrolled in IB US History will take the US History EOCEP. IB Internal and External Assessments required.

IB History of Americas HL
336C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: Continuation of IB History HL-1 (second of the two-year sequence)
Prerequisite(s): IB History HL-1
Description: Provides an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations while encouraging an understanding of the impact of historical events at national, regional and international levels. IB Internal and External Assessments required in May.

IB Information Technology in a Global Society (ITGS)
SL Seminar
473B00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None
Description: Topics include: Social and ethical significance of IT developments, application to specified scenarios, IT systems; will count as high school
close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required.

IB Philosophy SL
338A00IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate
Description: The Diploma Programme philosophy course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required. IB Examination in May.

IB Philosophy HL-1
338B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Philosophy SL Seminar
Description: The Diploma Programme philosophy course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required. IB Examination in May.

IB Philosophy HL-2
338C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Philosophy SL Seminar
Description: The Diploma Programme philosophy course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required.
themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required. IB Examination in May.

**IB Psychology SL Seminar**

**334D00HW**  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): IB Psychology HL  
Description: Topics include the biological, cognitive and sociocultural levels of analysis; one option chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required.

**IB Psychology SL**

**334A12IW**  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Prerequisite(s): IB Psychology Seminar  
Description: Topics include the biological, cognitive and sociocultural levels of analysis; one option chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required. IB Examination in May.

**IB Psychology HL-1**

**334B01IW**  
Credit(s): 1 unit  
Level: Higher  
Grade Level: 11  
Duration: 2 years (first of a two-year sequence)  
Prerequisite(s): IB Psychology HL-1  
Description: Topics include the biological, cognitive, sociocultural levels of analysis and qualitative research in psychology. Two options are chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required.

**IB Psychology HL-2**

**334C02IW**  
Credit(s): 1 unit  
Level: Higher  
Grade Level: 12  
Duration: 2 years (second of a two-year sequence)  
Prerequisite(s): IB Psychology HL-1  
Description: Topics include the biological, cognitive, sociocultural levels of analysis and qualitative research in psychology. Two options are chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required. IB Examination in May.

**IB Social & Cultural Anthropology SL**

**338D00IW**  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): None  
Description: The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline. IB Internal and External Assessments required. IB Examination in May.

**IB Social & Cultural Anthropology HL-1**

**338E01IW**  
Credit(s): 1 unit  
Level: Higher  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): IB Candidate  
Description: The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline. IB Internal and External Assessments required.

**IB Social & Cultural Anthropology HL-2**

**338F02IW**  
Credit(s): 1 unit  
Level: Higher  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): IB Social & Cultural Anthropology HL-1  
Description: The IB social and cultural anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles,
Group 4: Experimental Sciences

IB Biology SL Seminar
322D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H
Description: This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Biology SL
322A12IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H
Description: This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Biology HL-1
322B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): Biology-H and Chemistry-H
Description: This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. Topics are studied with greater breadth and depth than in IB Biology SL. IB Internal and External Assessments required.

IB Biology HL-2
322C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Biology HL-1
Description: This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. Topics are studied with greater breadth and depth than in IB Biology SL. IB Internal and External Assessments required.

IB Chemistry SL Seminar
323D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H
Description: Topics covered are quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids/bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Chemistry SL
323A12IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H
Description: Topics covered are quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids/bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Chemistry HL-1
323B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H
Description: Topics covered are quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids/bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Chemistry HL-2
323C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Chemistry HL 1
Description: Topics covered are quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids/bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive
Assessment experimental sciences. design technology within the Diploma Programme between theory and practice is what characterizes solution through practical activities. The creative tension between analysis, synthesis and evaluation of problems, and their framework. It will focus on the design, development, the selective application of knowledge within an ethical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required.

IB Design Technology SL Seminar
472D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate
Description: Diploma Programme Design Technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required.

IB Design Technology SL
472A00IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Design Technology SL Seminar
Description: Diploma Programme Design Technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required. IB Examination in May.

IB Design Technology HL-1
472B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate
Description: Diploma Programme Design Technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required.

IB Design Technology HL-2
472C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Design Technology HL 1
Description: Diploma Programme Design Technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required. IB Examination in May.

IB Physics SL Seminar
324D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Pre-calculus
Description: The curriculum is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class
include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

**IB Physics SL**  
324A12 IW  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): IB Physics SL Seminar  
Description: The curriculum is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

**IB Physics HL-1**  
324B01IW  
Credit(s): 1 unit  
Level: Higher  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Calculus AB  
Description: The curriculum is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

**IB Physics HL-2**  
324C02IW  
Credit(s): 1 unit  
Level: Higher  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): IB Physics HL-1  
Description: The curriculum is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

**Group 5: Mathematics**

**IB Mathematical Studies SL Seminar**  
311G00HW  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year, 1st of two-year sequence  
Prerequisite(s): Algebra I, Geometry-H and Algebra II-H  
Description: This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It prepares students to be able to solve problems if a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. IB Internal and External Assessments required.

**IB Mathematical Studies SL**  
311B12IW  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year, second of a two-year sequence  
Prerequisite(s): IB Mathematical Studies Seminar  
Description: This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It prepares students to be able to solve problems if a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. IB Internal and External Assessments required. IB Examination in May.

**IB Mathematics SL Seminar**  
311100HW  
Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year, first of a two-year sequence  
Prerequisite(s): Geometry-H, Algebra II-H, Pre-calculus and/or MEGSSS Data Analysis  
Description: This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Topics include algebra,
functions/equations, circular functions/trigonometry, matrices, vectors, statistics/probability and calculus. IB Internal and External Assessments required.

**IB Mathematics SL**

**311F12IW**

Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year, second of a two-year sequence  
Prerequisite(s): IB Mathematics Seminar  
Description: This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Topics include algebra, functions/equations, circular functions/trigonometry, matrices, vectors, statistics/probability and calculus. Internal Assessment: (20%) Internal assessment is an individual exploration. This is a piece of written work that involves investigation and is assessed in the following areas: communication, mathematical presentation, personal engagement, reflection and use of mathematics. IB Internal and External Assessments required. IB Examination in May.

**IB Mathematics HL-1**

**311D01IW**

Credit(s): 1 unit  
Level: Higher  
Grade Level: 11  
Duration: Two years, first of a two-year sequence  
Prerequisite(s): Pre-calculus- H and MEGSSS Data Analysis  
Description: This course caters to students with a good background in mathematics. The majority of these students will be expecting to include mathematics as a major component of their university studies. Topics include: algebra, functions/equations, circular functions/trigonometry, vectors, statistics/probability and calculus. One option is chosen from: statistics/probability, sets/relations/groups, calculus or discrete mathematics. IB Internal and External Assessments required. IB Examination in May.

**IB Mathematics HL-2**

**311E02IW**

Credit(s): 1 unit  
Level: Higher  
Grade Level: 12  
Duration: Two years, second a two-year sequence  
Prerequisite(s): IB Mathematics HL-1  
Description: This course caters to students with a good background in mathematics. The majority of these students will be expecting to include mathematics as a major component of their university studies. Topics include: algebra, functions/equations, circular functions/trigonometry, matrices, vectors, statistics/probability and calculus. One option is chosen from: statistics/probability, sets/relations/groups, calculus or discrete mathematics. IB Internal and External Assessments required. IB Examination in May.

**GROUP 6: ARTS**

**IB Dance HL (Lower Richland)**

**450B00HW**

Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): None  
Description: IB Dance takes a holistic approach to dance and embraces a variety of dance traditions and dance cultures-past, present and future. Students will develop skills through analysis, creation, composition, and collaborative work. The course facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. In addition, the course enables students to understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge. International Baccalaureate assessment for this course includes two externally assessed components, the composition and analysis and the dance investigation, as well as an internal assessment.

**IB Dance SL Seminar**

**450C00HW**

Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): None  
Description: This course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. The curriculum draws on a wide range of dance cultures that reflect varied histories, practices and aesthetics. IB Internal and External Assessments required.

**IB Dance SL**

**450A12IW**

Credit(s): 1 unit  
Level: Standard  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): IB Dance Seminar SL  
Description: This course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. The curriculum draws on a wide range of dance cultures that reflect varied histories, practices and aesthetics. IB Internal and External Assessments required. IB Examination in May.
IB Film SL Seminar
453D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None
Description: This course promotes an appreciation and understanding of film as a complex art form, an ability to formulate stories and ideas in film terms, the practical/technical skills of production, the critical evaluation of productions and knowledge of film-making traditions in more than one country. IB Internal and External Assessments required.

IB Film SL
453A12IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Film Seminar SL
Description: This course promotes an appreciation and understanding of film as a complex art form, an ability to formulate stories and ideas in film terms, the practical/technical skills of production, the critical evaluation of productions and knowledge of film-making traditions in more than one country. IB Internal and External Assessments required. IB Examination in May.

IB Music SL Seminar
356D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Previous musical training
Description: Students are encouraged to engage with music from different times, places and cultures, critically appraise music, use musical terminology, develop techniques for comparative analysis, develop investigative thinking skill, learn to perform, work both independently and collaboratively and to develop reflection techniques. IB Internal and External Assessments required.

IB Music SL
356A12IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Music Seminar
Description: Students are encouraged to engage with music from different times, places and cultures, critically appraise music, use musical terminology, develop techniques for comparative analysis, develop investigative thinking skill, learn to perform, work both independently and collaboratively and to develop reflection techniques. IB Internal and External Assessments required. IB Examination in May.

IB Theatre SL Seminar
452D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Previous theatre training
Description: This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. IB Internal and External Assessments required.

IB Theatre SL
452A12IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Theatre Seminar
Description: This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. IB Internal and External Assessments required. IB Examination in May.

IB Theatre HL-1
452B01IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11
Duration: 2 years (1st in a two-year sequence)
Prerequisite(s): Previous theatre training
Description: This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre. IB Internal and External Assessments required.

IB Theatre HL-2
452C02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 12
Duration: 2 years (2nd in a two-year sequence)
Prerequisite(s): IB Theatre HL -1
Description: This course is designed to encourage students to examine theatre in its diversity of forms
around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre. IB Internal and External Assessments required. IB Examination in May.

**IB Visual Arts SL Seminar**

**351E00HW**

- Credit(s): 1 unit
- Level: Standard
- Grade Level: 12
- Duration: 2 years (2nd in a two-year sequence)
- **Prerequisite(s):** IB Visual Arts HL
- Duration: 2 years (2nd in a two-year sequence)
- **Prerequisite(s):** IB Visual Arts HL

**Description:** This course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Two options are available. IB Internal and External Assessments required. IB Examination in May.

**IB Visual Arts SL**

**351B12IW**

- Credit(s): 1 unit
- Level: Standard
- Grade Level: 11 – 12
- Duration: 1 year
- **Prerequisite(s):** Previous art training

**Description:** This course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Two options are available. IB Internal and External Assessments required. IB Examination in May.

**IB Visual Arts HL-1**

**351C01IW**

- Credit(s): 1 unit
- Level: Higher
- Grade Level: 11
- Duration: 2 years (1st in a two-year sequence)
- **Prerequisite(s):** Previous art training preferred

**Description:** This course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Two options are available. HL students have more time to develop ideas and skills and to produce a larger body of work and of greater depth. IB Internal and External Assessments required. IB Examination in May.

**IB Visual Arts HL-2**

**351D02IW**

- Credit(s): 1 unit
- Level: Higher
- Grade Level: 12
- Duration: 2 years (2nd in a two-year sequence)
- **Prerequisite(s):** IB Visual Arts HL-1

**Description:** This course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. Two options are available. HL students have more time to develop ideas and skills and to produce a larger body of work and of greater depth. IB Internal and External Assessments required. IB Examination in May.

**IB Environmental Systems SL Seminar**

**326A12IW**

- Credit(s): 1 unit
- Level: Standard
- Grade Level: 11 – 12
- Duration: 2 years (second of a two-year sequence)
- **Prerequisite: None**

**Description:** The study of the environment is essential to the IB student in order to understand and interact with predicted changes in the environmental systems. The course description includes analysis of such subjects as, data on dog whelks, density-dependent factors and heron population, comparison of fish and mussel farms, and energy flow and species numbers. Added also are the study of human population, atmospheric changes, measurements in field work, succession on Krakatoa, NPP and physical conditions in ecosystem, distribution of organism, and alternative energy sources. In addition to the above subjects, options for study of a biotic and biotic factors affecting distribution in an ecosystem, measurements of biomass, primary and secondary productivity, and species diversity index. IB Internal and External Assessments required.

**IB Environmental Systems SL**

**326B00HW**

- Credit(s): 1 unit
- Level: Standard
- Grade Level: 11 – 12
- Duration: 2 years (first of a two-year sequence)
- **Prerequisite: None**

**Description:** The study of the environment is essential to the IB student in order to understand and interact with predicted changes in the environmental systems. The course description includes analysis of such subjects as, data on dog whelks, density-dependent factors and heron population, comparison of fish and mussel farms, and energy flow and species numbers. Added also are the study of human population, atmospheric changes, measurements in field work, succession on Krakatoa, NPP and physical conditions in ecosystem, distribution of organism, and alternative energy sources. In addition to the above subjects, options for study of a biotic and biotic factors affecting distribution in an ecosystem, measurements of biomass, primary and secondary productivity, and species diversity index. IB Internal and External Assessments required.
IB Computer Science SL Seminar
471D00HW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate
Description: Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required.

IB Computer Science SL
471A01IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Computer Science SL Seminar
Description: Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required. IB Examination in May.

IB Computer Science HL-1
471B02IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate and Coordinator Approval
Description: Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required. IB Examination in May.

IB Computer Science HL-2
471C03IW
Credit(s): 1 unit
Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Computer Science HL-1
Description: Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required. IB Examination in May.

IB Sports, Exercise and Health Science SL
322E00IW
Credit(s): 1 unit
Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None
Description: The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context. IB Internal and External Assessments required. IB Examination in May.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM ADDITIONAL REQUIREMENTS

IB Theory of Knowledge 1
373A00IH
Credit(s): ½ unit
Level: N/A
Grade Level: 11
Duration: 1 year (the first of a two-year sequence)
Prerequisite(s): Enrollment as an IB Diploma Candidate
Description: This course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). IB Internal and External Assessments required.
IB Theory of Knowledge 2
373B00IH  
Credit(s): ½ unit  
Level: N/A  
Grade Level: 12  
Duration: 1 year (the second of a two-year sequence)  
Prerequisite(s): Theory of Knowledge-1, enrollment as an IB Diploma Candidate  
Description: This course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). IB Internal and External Assessments required.

IB Extended Essay  
373C00HH  
Credit(s): ½ unit  
Level: N/A  
Grade Level: 12  
Duration: 1 year  
Prerequisite(s): Enrollment as an IB Diploma Candidate  
Description: The Extended Essay requires that a student engage in independent research. Internal Assessment: Meeting the deadlines of Extended Essay and CAS is the high priority in this course. Scheduled meetings with EE/CAS Supervisors are required. IB Internal and External Assessments required.

IB Creativity, Action, Service  
373D00HH  
Credit(s): ½ unit  
Level: N/A  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Enrollment as an IB Diploma or IBCC Candidate  
Description: Creativity, Action, and Service requires that students actively learn from the experiences beyond the classroom. Activities should be selected as they relate to eight learner outcomes and represent approximately 150 hours of interaction. Internal Assessment: Meeting the deadlines CAS is the high priority in this course. Scheduled meetings with CAS Supervisors are required. CAS activities target eight learner outcomes. IB Internal and External Assessments required.

IB CAREER CERTIFICATE ADDITIONAL COURSES

IB Personal and Professional Skills (Lower Richland)  
373E00HH  
Credit(s): ½ unit  
Level: N/A  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Students must be IB Career Certificate candidates to enroll in this course  
Description: The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

IB Reflective Project (Lower Richland)  
373F00HH  
Credit(s): ½ unit  
Level: N/A  
Grade Level: 11 – 12  
Duration: 1 year  
Prerequisite(s): Students must be IB Career Certificate candidates to enroll in this course  
Description: The reflective project is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. The reflective project focuses on an ethical dilemma of an issue directly linked to the student’s career-related study. It is the product of the students’ own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.
The mission of the South Carolina Governor's School for Science and Mathematics (GSSM) is to offer South Carolina’s most academically motivated students a unique learning environment that strengthens their ability to think critically, stimulates the joy of learning, and fosters the excitement of discovery through hands-on scientific research.

The purpose of GSSM is to have a positive impact on South Carolina’s economic development through the State’s future political and business leaders.

About GSSM Accelerate
To reach high school students beyond those in the residential program, the South Carolina Governor’s School of Science and Mathematics Accelerate program offers a live, virtual engineering education to students throughout the state. Keenan High School, in Richland One, is one of the GSSM Accelerate sites.

Educating talented students since 1988, GSSM tailors its Accelerate curriculum to students who receive an integrated set of courses that deliver superior science, engineering and math instruction, along with valuable skills in critical analysis and professional communication taught in a series of English courses. Accelerate provides students opportunities for collaboration, social engagement, as well as research and design, that hinge on the program’s model of integration of knowledge across multiple disciplines.

Program Details
All students enrolling in a GSSM Accelerate course must have been accepted into the GSSM Accelerate Engineering program and be currently in good academic standing. Students in the program must take all of the required Accelerate courses for their grade level, and maintain academic excellence throughout the program.

In addition to the IVC courses taken during the academic year, students in GSSM Accelerate also participate in a number of summer and weekend activities as part of the program. Each summer, students will attend a mandatory one-week residential camp. Their attendance is also required at several Saturday events during each school year. These include, but are not limited to, engineering and science labs on the Hartsville campus, visits to engineering companies around the state, and visits to university engineering departments.

Technology
GSSM Accelerate students attend class, participate in discussions, work on group projects, and get after-class help through GSSM’s innovative, statewide, high-definition video conferencing network, which provides a top-quality video and sound experience for teachers and students, whether they are using room-size video facilities, computers, tablets, or phones. Each lecture and seminar is recorded and streamed simultaneously. Students who are unable to be in class can watch the live simulcast on their computer, tablet or phone.

Students also use GSSM’s Global Application Infrastructure Network (GAIN) to access modeling and design tools like MATLAB and SolidWorks while at school or at home. GAIN allows students to collaborate and complete assignments from nearly any Internet-connected computer or tablet in the world. Files are stored in the cloud and student work is safe from loss due to power outages or computer failures. GSSM uses VMWare to create virtual desktops that Accelerate students can use securely in class, at home, and on nearly any Internet-connected device. VMWare forms the core of GAIN and in addition to providing access to modeling and design tools, it provides access to MS Office as well as instantly available cloud storage.

The Facilitator
Key to the success of the virtual classroom experience is the facilitator. The facilitator is an adult at the school site who works with the students and the GSSM Accelerate instructor to ensure a positive learning environment.

Expectations for facilitators include:
  • Maintaining a safe, productive environment for students in the Accelerate virtual classroom.
  • Performing certain classroom management functions
• Administering and proctoring tests and quizzes designed by GSSM Accelerate instructors.
• Troubleshooting minor technical issues, such as muted volume, unplugged cables, or pointing and zooming the camera.
• Communicating with the GSSM Accelerate instructors about school closures, schedule changes, or classroom issues that affect student learning.
• Receiving assignment and graded work from GSSM Accelerate instructors.
• Communicating with parents, school counselors, and school administration

The facilitator is not required to be a subject-area teacher, though many schools have subject-area teachers participate as facilitator.

Dual Enrollment Courses
All GSSM Accelerate courses are offered for high school credit, and are Honors or Dual Enrollment, as noted in the course descriptions. Dual enrollment courses allow for both high school and college credit. Credits are contingent upon satisfactory completion of all course requirements.

Courses offered for both college and high school credit will be certified via a master dual enrollment agreement between Coker College and GSSM. Students are enrolled in Coker College as “special students”. College credits are awarded as noted, provided students meet all requirements of both GSSM Accelerate and the appropriate partner college/university. No college credit shall be awarded for grades below C.

Completion of the GSSM Accelerate program does not guarantee admission into any partner college/university. Students must apply to, and be accepted by, the university and department in which they wish to enroll. Admission of the student and the granting of these credits are solely the province of the college/university partner.
# GSSM Accelerate Curriculum Overview

<table>
<thead>
<tr>
<th></th>
<th>10 FALL</th>
<th>10 SPRING</th>
<th>11 FALL</th>
<th>11 SPRING</th>
<th>12 FALL</th>
<th>12 SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH</strong></td>
<td>Honors Pre-Calculus for Engineers</td>
<td></td>
<td>MATH 222 Calculus I</td>
<td>MATH 223 Calculus II</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Chemistry I*</td>
<td>Chemistry I*</td>
<td>CHE 101 and CHE 101L General Chemistry I and Lab</td>
<td>CHE 102 and CHE 102L General Chemistry II and Lab</td>
<td>PHY 203 and PHY 203L Calculus Physics I and Lab</td>
<td>PHY 204 and PHY 204L Calculus Physics II and Lab</td>
</tr>
<tr>
<td><strong>ENGINEERING</strong></td>
<td>Honors Pre-Engineering I</td>
<td>Honors Pre-Engineering II</td>
<td>EGR 102 Engineering Disciplines &amp; Skills</td>
<td>EGR 141 MATLAB Programming</td>
<td>EGR 115 Engineering Design and Modeling</td>
<td>Honors Senior Project</td>
</tr>
<tr>
<td><strong>ENGLISH/LANG ARTS</strong></td>
<td>English II*</td>
<td>English II*</td>
<td>ENG 101 English Composition and Rhetoric I</td>
<td>ENG 102 English Composition and Rhetoric II</td>
<td>ENG 215D Writing in STEM</td>
<td>ENG 220 Truth and Consequence</td>
</tr>
<tr>
<td><strong>ELECTIVES (optional)</strong></td>
<td>CS 110 Computer Science I (Fall)</td>
<td></td>
<td>Honors Biomedical Engineering (Spring)</td>
<td></td>
<td>Honors Mechanical and Aerospace Engineering (Spring)</td>
<td></td>
</tr>
</tbody>
</table>

**BLUE** indicates honors courses  
**GREEN** indicates dual enrollment courses  

Courses in Black are offered by and weighted by the local high school.  
*To be taken at the home school during the sophomore year

---

### Standard High School Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Science (incl biology)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>US History</td>
<td>1</td>
</tr>
<tr>
<td>Government/Economics</td>
<td>1</td>
</tr>
<tr>
<td>Other Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>Phys Ed/ROTC</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Applicants must successfully complete Algebra I prior to the beginning of 9th grade, and project successful completion of Algebra II (if available) by the end of 9th grade.  

Prior to the beginning of 11th grade, students should complete:  
- Biology I  
- Chemistry I  
- Geometry  
- English II
**GSSM Accelerate Course Offerings**  
*Keenan High School Only*

### Engineering

**Pre-Engineering 1 (Honors) (KHS)**  
692400HH  
**0.5 HS Credit (units)**  
**Fall**  
**Prerequisite: Algebra 2**

Pre-Engineering 1 offers students an introduction to engineering, discussing careers and highlighting South Carolina-based industries. Introduces professional, ethical, and societal issues appropriate to engineering. Various forms of technical communication are emphasized. This course is integrated with Pre-calculus.

**Pre-Engineering 2 (Honors) (KHS)**  
692500HH  
**0.5 HS Credit (units)**  
**Spring**  
**Prerequisite: Pre-Engineering 1**

Provides a solid foundation of skills to solve engineering problems. Students demonstrate problem-solving techniques with units and dimensions, use modeling techniques and interpret validity of experimental results, learning “thinking like an engineer”. The course is integrated with Pre-calculus.

**EGR 102 Engineering Disciplines and Skills (Dual Enrollment) (KHS)**  
660400EW  
**1.0 HS Credit (units); College credit: 3SH**  
**Fall**  
**Prerequisite: Grade of C or better in Honors Pre-Engineering 2**

Provides solid foundation of skills to solve engineering problems. Students demonstrate problem solving techniques with spreadsheets, dimensions and units; use modeling techniques and interpret validity of experimental results. Students design projects on multi-discipline teams. Introduces professional and societal issues appropriate to engineering. Various forms of technical communication are emphasized. (Coker)

**EGR 115 Engineering Design and Modeling (Dual Enrollment) (KHS)**  
805400EW  
**1.0 HS Credit (units); College credit: 3SH**  
**Fall**  
**Prerequisite: Grade of C or better in EGR 141**

This course is an introduction to engineering graphics and machine design. Students use hand sketching and CAD tools to visualize, communicate, rapid prototype, and analyze engineering problems. SOLIDWORKS software is used. (Coker)

**EGR 141 Programming and Problem Solving (Dual Enrollment) (KHS)**  
805300EW  
**1.0 HS Credit (units); College credit: 3SH**  
**Spring**  
**Prerequisite: Grade of C or better in EGR 102**

Students formulate and solve engineering problems using MATLAB; estimate answers for comparison to computed solutions; read, interpret and write programs, instructions and output; iterate, evaluate conditional statements; and debug. Various forms of technical communication are emphasized. (Coker)

**Senior Engineering Projects (Honors) (KHS)**  
805900HH  
**0.5 HS Credit (units)**  
**Spring**  
**Prerequisite: Grade of C or better in EGR 115 or permission of VP for Accelerate**

The Senior Project course is an engineering capstone course designed for students to work through the engineering design process by selecting, researching and developing a new product or process. The product can be either an invention or innovation and the design process should include the development of a prototype. The process should include new methodology of a technical nature. Students continue applying skills taught and used in EGR 115.

### English

**ENG 101 English Composition and Rhetoric I (Dual Enrollment) (KHS)**  
301500EW  
**1.0 HS Credit (units); College credit: 3SH**  
**Fall**  
**Prerequisite: None**

English 101 is the first half of the required two-course sequence in composition for first-year students. This course introduces students to the modes of writing, with an emphasis on exposition and argumentation. The course also reviews basic processes of composing, inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. In addition to writing several in-class essays and short papers, students will learn the techniques and conventions of academic research. They will participate in at least one session on library and information technology. Fiction and nonfiction readings will provide discussion material and starting points for their writing. (Coker)
ENG 102 English Composition and Rhetoric II (Dual Enrollment) (KHS)
301600EW
1.0 HS Credit (units); College credit: 3SH
Spring
Prerequisite: ENG 101
English 102 is the second half of the required two-course sequence in composition for first year students. This course advances students’ critical reading and writing skills by exploring how writing creates knowledge and shapes meaning; therefore, student writing will involve both print and digital formats. Throughout the semester students will define terms, conduct research, evaluate and synthesize evidence in order to create clearly written, sustained arguments. Readings for each section of ENG 102 will explore a specific and unifying theme or question, and may include readings in fiction and non-fiction. (Coker)

ENG 215D Writing in STEM (Dual Enrollment) (KHS)
403500EW
1.0 HS Credit (units); College credit: 3SH
Fall
Prerequisites: ENG 102 and completion of or concurrently enrolled in a science course
In this course, students will investigate the circumstances and genres in which STEM professionals write. The course combines readings from scientific, engineering, and mathematics disciplines geared toward general audiences. Such readings will serve as the basis of writing and addressing specific audiences in the disciplines. Students should have completed at least one science course before taking the course or be co-registered for a science course. (Coker)

ENG 220 Truth and Consequence (Dual Enrollment) (KHS)
403600EW
1.0 HS Credit (units); College credit: 3SH
Spring
Prerequisite: ENG 102
Literature explores the great moral and ethical questions and this course combines historical and contemporary readings to examine the importance of this inquiry. Students will read works of fiction and non-fiction to explore the ways cultures at particular moments in time have determined what is right, good and appropriate. Moreover, students will explore how writers have addressed the ways individuals and groups have resisted or revered cultural constructions of stigmatized, demonized or vilified behaviors in various contexts and situations. (Coker)

Mathematics

Pre-Calculus (Honors)
413100HW
1.0 HS Credit (units)
Fall/Spring
Prerequisites: Algebra II or PI
This course provides students with foundational knowledge in preparation for the study of calculus. Emphasis will be placed on engineering problem solving. Topics include polynomial and rational functions, quadratic functions and models, polynomial functions and their graphs, exponential and logarithmic functions and trigonometric and inverse trigonometric functions.

MAT 222 Calculus I (Dual Enrollment) (KHS)
413600EW
1.0 HS Credit (units); College credit: 4SH
Fall/Spring
Prerequisites: Honors Pre-Calculus
The topics in this course include limits and continuity, the derivative, differentiation of algebraic and trigonometric functions, applications of derivatives, Fundamental Theorem of Calculus.

MAT 223 Calculus II (Dual Enrollment) (KHS)
413700EW
1.0 HS Credit (units); College credit: 4SH
Fall/Spring
Prerequisites: Calculus I
The topics in this course include transcendental functions, applications of integration, integration techniques, indeterminate forms, improper integrals, parametric equations, polar coordinates, and infinite series. (Coker)

Science

CHE 101 and 101L General Chemistry I and Lab (Dual Enrollment) (KHS)
323900EW
1.0 HS Credit (units); College credit: 4SH
Fall
Prerequisite: Introduction to Chemistry or PI
A course in basic chemical principles. Topics include: periodicity, stoichiometry, chemical and nuclear reaction types, coordination chemistry, atomic and molecular nomenclature, structure, and properties. CHE 101L General Chemistry Laboratory accompanies CHE 101 and carries 1 credit; it is designed to develop laboratory and mathematical skills through experiments that illustrate chemical concepts. Mandatory labs are scheduled on some Saturdays each semester. (Coker)
CHE 102 and 102L General Chemistry II and Lab (Dual Enrollment) (KHS)
324000EW
1.0 HS Credit (units); College credit: 4SH
Spring
Prerequisite: CHE 101
An introduction to the principles of chemical kinetics and thermodynamics and their application to chemical reactions, with an emphasis on solution chemistry. CHE 102L General Chemistry Laboratory accompanies CHE 102 and carries 1 credit. It is a continuation of CHE 101L, focused on the development of quantitative and analytical laboratory skills Mandatory labs are scheduled on some Saturdays each semester. (Coker)

PHY 204 and 204L Calculus Physics I and Lab (Dual Enrollment) (KHS)
325000EW
1.0 HS Credit (units); College credit: 4SH
Spring
Prerequisites: PHY 203
A calculus-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics.

PHY 204L Calculus Physics Laboratory II accompanies PHY 204 and carries 1 credit. It includes experiments designed to illustrate the principles of physics covered in PHY204. Mandatory labs are scheduled on some Saturdays each semester. (Coker)

Online Elective Courses
These courses will be delivered in a blended format online course with a weekly interactive teacher led evening webinar. The classes will include a combination of design projects, problem sets, lectures, discussions, group work, labs, demonstrations, and activities.

Computer Science
CS 110 Computer Science I (Dual Enrollment) (KHS)
502600EW
1.0 HS Credit (units); College credit: 4SH
Fall
Prerequisite: Algebra II
An introduction to computer architecture, computer systems, number systems, logic circuits, and current software applications; fundamentals of computer programming and problem solving using C++ programming language applied to real world examples; basics of program writing environment, simple data types, expressions, control structures, iteration, functions, arrays, and introduction to object-oriented programming. CS 110 includes a one semester hour laboratory course, with two laboratory hours per week. (Coker)
CAREER AND TECHNICAL EDUCATION
(HIGH SCHOOL PROGRAMS ONLY)

GENERAL ELECTIVES
Below are the district-wide Career and Technology Education (CATE) course offerings for school-based programs.

AGRICULTURE, FOOD AND NATURAL RESOURCES
Agricultural Education is a program for high school and middle school students interested in pursuing careers in natural resources, environmental and agricultural careers.

Agricultural and Biosystems Science (Keenan) 569100CW
Grades: 10 – 11
1 Unit
Prerequisites: None
The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Typical learning activities include hands-on learning experiences including performing research on the basic principles of plant, soil, and animal science; studying and modeling the significance of humankind’s interrelationship with soil, water, and air; participating in FFA activities. This course is a component of the following Agriculture, Food and Natural Resources Pathways:
• Bio systems Technology
• Agricultural Mechanics and Technology
• Environmental and Natural Resources Management
• Horticulture
• Plant and Animal Systems

Agricultural Science and Technology (Keenan) 562400CW
Grades 9-12
1 unit
Prerequisite: None
This course is a foundation course designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conversation of natural resources, and the impact of agricultural and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

Agricultural Power Mechanics (Keenan) 561000CW
Grades 11-12
1 unit
Prerequisite: Previous Agricultural Course or Teacher Recommendation
This course is designed as an introductory course to the Agricultural Mechanics Career Pathway. In addition, it provides development of general mechanical skills which are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in woodworking, metal working, welding, small engine repair, basic farm and homestead improvements, and participating in FFA activities.

Animal Science for the Workplace 1 (Keenan) 560800CW
Grades 11
1 unit
Prerequisite: Overall GPA of 2.0 or better, Completion of Agricultural Science and Technology with a "C" or better, Instructor Recommendation
Animal Science for the Workplace I – Animal Production is designed to teach technical knowledge and skills for entry-level positions in an animal production enterprise by developing competencies concerning the selection, breeding, physiology, nutrition, health, housing, feeding, and marketing of farm and companion animals. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of animals and animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience, and participating in FFA activities. This course is a component of the following Agriculture, Food and Natural Resources Pathways:
• Agricultural Mechanics and Technology
• Environmental and Natural Resources Management
• Horticulture
• Plant and Animal Systems
relevant school-to-work transition experience; and participating in FFA activities.

Work Based Learning (Keenan)

5690 Agricultural, Food, and Natural Resources, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

569000CH  90 Hours  0.5 Credit
569000CW  180 Hours  1.0 Credit

Floriculture (Keenan)

563400CW
Grades: 10 – 12
1 unit
Prerequisite: None
The Floriculture course is designed to teach technical knowledge and skills for entry-level positions in the production, processing, and distribution of flowers, foliage, and related plant materials including best management practices in field and greenhouse production of flowers and related plant materials and the arrangement of plant materials for ornamental purposes. Leadership and professionalism will be provided through FFA Student Organization. All students must provide the instructor with verification of medical insurance coverage. All students will join the student organization Future Farmers of America.

Golf Course Technology (Keenan)

566700CW
Grades: 10 – 12
1 unit
Prerequisite: None
The Golf Course Technology course is designed to qualify the student completing the course for job entry into golf course and turf fields as well as to continue advanced training in post high school education. A combination of subject matter and activities is designed to teach technical knowledge and skills for entry-level positions. Leadership and professionalism will be provided through FFA Student Organization. All students must provide the instructor with verification of medical insurance coverage. All students will join the student organization Future Farmers of America.

Introductory Horticulture (Keenan)

565000CD
Grades: 9 – 12
2 units
Prerequisite: None
The courses include organized subject matter and practical experiences related to the culture of plants used principally for ornamental or aesthetic purposes. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing ornamental horticulture enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Introduction to Veterinary Science (Keenan)

561300CW
Grades: 12
1 Unit
Prerequisites: None
In this advanced animal science course, students will explore the field of veterinary medicine. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other school-to-work experiences. This course is a component of the following Agriculture, Food and Natural Resources Pathways:

• Plant and Animal Systems

Landscape Technology (Keenan)

567000CW
Grades: 10 - 12
1 unit
Prerequisite: Introduction to Horticulture
The course in Landscape Technology is designed to qualify the student completing the course for job entry into landscaping fields or to continue advanced training in post high school education. A combination of subject matter and activities is designed to teach technical knowledge and skills for entry-level positions in selling, selecting, and servicing. Typical instructional activities include hands-on experiences with the planning and selection of materials for the construction of hardscapes, the mechanical practices associated with irrigation and water conservation, erosion control, participating in personal and community leadership development activities, planning and implementing a relevant supervised agricultural experience, and participating in FFA activities. The teacher may select additional
competencies based on a local needs assessment. Additional consideration of skills from the Certified Landscape Technician Program are recommended. This course is a component of the following Agriculture, Food and Natural Resources Pathways: Horticulture, Agriculture, Food, and Natural Resources Pathways: Agriculture, Food, and Natural Resources Pathways: Landscape and Turf Management.

Nursery, Greenhouse and Garden Center Technology (Keenan)
567200CW
Grades: 10 – 12
1 unit
Prerequisite: None
The course in Nursery, Greenhouse and Garden Center Technology includes organized subject matter and practical experiences related to the operation and management of nursery, greenhouse or a garden center. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing "green industry" enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities.

Turf and Lawn Management (Keenan)
565400CW
Grades: 10 – 12
1 unit
Prerequisite: None
Turf and Lawn Maintenance course is designed to teach technical knowledge and skills for entry-level positions in the turf grass industry. The principles and practices involved in establishing, managing, and maintaining grassed areas for ornamental and/or recreational purposes are studied. Leadership and professionalism will be provided through FFA Student Organization. All students must provide the instructor with verification of medical insurance coverage. All students will join the student organization Future Farmers of America.

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Arts, AV Technology, and Communications skill standards address what a worker needs to know and be able to do and contribute to a safe, productive, and effective work environment.

Interior Design 1
545500CW
Grades: 10 - 12
1 unit
Prerequisite: None
Interior Design 1 focuses on the student of interior planning with emphasis on residential design. Students will apply concepts in hands-on activities as they study career paths, principles and elements of design, products and materials, client relations, and professionalism. Coordinated projects are integrated throughout the course work. Computer access is greatly enhanced this curriculum. All students must provide verification of medical insurance coverage. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Interior Design 2
545600CW
Grades: 11 - 12
1 unit
Prerequisite: Interior Design 1 with a “C” or better and instructor recommendation
Interior Design 2 focuses on the student of functional and aesthetic elements of interior planning with emphasis on commercial design. Students will have an opportunity to develop advanced skills by studying career and industry trends, products and materials, client relations, presentation techniques, and business practices. Job shadowing, mentoring, internships, and/or apprenticeships are an integral part of this course. Portfolios and coordinated projects are integrated throughout the course work. Computer access is strongly recommended for this course. The Family and Consumer Sciences student organization Family, Careers, and Community Leaders of America (FCCLA) greatly enhances this curriculum. All students must provide verification of medical insurance coverage. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Work Based Learning

5290 Arts, Audio-Video Technology and Communications, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>529000CH</td>
<td>90 Hours</td>
<td>0.5 Credit</td>
</tr>
<tr>
<td>529001CH</td>
<td>90 Hours</td>
<td>0.5 Credit</td>
</tr>
<tr>
<td>529000CW</td>
<td>180 Hours</td>
<td>1.0 Credit</td>
</tr>
<tr>
<td>529001CW</td>
<td>180 Hours</td>
<td>1.0 Credit</td>
</tr>
<tr>
<td>529000CD</td>
<td>360 Hours</td>
<td>2.0 Credits</td>
</tr>
</tbody>
</table>

BUSINESS, MANAGEMENT AND ADMINISTRATION

People with business skills are the ones that make the deals that build profitable companies that power the global economy.
Administrative Support Technology
512200CW
Grades: 10-12
1 unit
**Prerequisite: None**
This course is designed to provide an overview of the major responsibilities and tasks in an administrative support position. The objectives of the course are to enhance technology and communication skills; solve business-oriented problems; manage processes and procedures of organizations; and demonstrate effective supervisory, management, and human relations skills.

Business Law
504400CW
Grades: 10-12
1 unit
**Prerequisite: None**
This course is designed to provide the student with knowledge of the legal environment in which a consumer operates, to provide the student with knowledge of the legal environment in which a business operates, and to provide the student with knowledge of legal principles. All students are encouraged to join Future Business Leaders of America (FBLA).

Business Principles and Management
509200CW
Grades: 10-12
1 unit
**Prerequisite: None**
Students in Business Principles and Management will develop a foundation in the many activities, problems and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decision making, personnel, safety, professional development and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow.

Digital Multimedia
503000CW
Grades: 9-12
1 unit
**Prerequisite: None**
This course covers basic multimedia concepts, processes and applications including games, print publications, presentations, tutorials, simulations, virtual reality, and websites. Students will design, develop, and create various interactive multimedia projects culminating with an e-portfolio. All students are encouraged to join Future Business Leaders of America (FBLA).

Digital Technologies
518000CW
Grades: 9 – 12
1 unit
**Prerequisite: None**
This course introduces students to new and emerging technologies that are impacting the way we utilize information when accessing computers and other technology devices. Students will be introduced to speech recognition software, mobile application, and online collaboration tools. Tablets, iPads, and smart phones will be introduced as tools for personal and business applications. All students are encouraged to join Future Business Leaders of America (FBLA).

Entrepreneurship
540000CW
Grades: 9 – 12
1 unit
**Prerequisite: None**
This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology. All students are encouraged to join Future Business Leaders of America (FBLA).

Image Editing 1
534000CW
Grades: 10 – 12
1 unit
**Prerequisite: None**
Image editing tools are used by industry professional to edit and enhance most images presented in magazines, newspapers and other media. This course is designed to provide students with the knowledge and skills needed to master image manipulation and photographic retouching. Students will explore the technical and artistic aspects of image editing by creating images to be used in various types of media. Successful completion of this course will prepare the student for industry certification.
Integrated Business Applications 1
502000CW
Grades: 9 - 12
1 unit
Prerequisite: None
This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. All students are encouraged to join Future Business Leaders of America (FBLA).

Integrated Business Applications 2
502100CW
Grades: 10 - 12
1 unit
Prerequisite: Successful completion of Integrated Business Applications 1
This course of study is designed to teach the student advanced computer concepts as related to processing data into useful information needed in business situations by using advanced database, spreadsheet, word processing, and presentation software capabilities. Successful completion of this course will prepare the student for industry certification.

Virtual Enterprise 1
515000CW
Grades: 10-12
1 unit
Prerequisite: None
The Virtual Enterprise program allows students to experience, within a simulated business environment, all facets of being an employee/entrepreneur. Students run simulated businesses in their schools and engage in virtual trading with other virtual businesses. The program provides students with instruction and an in-school work experience to develop college and career ready skills. Opportunities to participate in organized competitions on local, state, and national levels are integral to the course. All students are encouraged to join Future Business Leaders of America (FBLA).

Virtual Enterprise 2
515100CW
Grades: 10-12
1 unit
Prerequisite: Virtual Enterprise 1
The second course in the Virtual Enterprise program extends the students’ experience within a simulated business environment. Students continue to run simulated businesses in their schools and engage in virtual trading with other virtual businesses. The program provides students with instruction and an in-school work experience to develop college and career ready skills. Opportunities to participate in organized competitions on local, state, and national levels are integral to the course.

Work Based Learning
5490 Business, Management, and Administration, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>549000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>549001CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>549000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>549001CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>549000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

FINANCE
The Finance cluster includes courses and/or programs related to financial planning which combines the skill sets of financial managers with that of a more relationship-oriented individual.

Accounting 1
500100CW
Grades: 10-12
1 unit
Prerequisite: None
This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting. All students are encouraged to join Future Business Leaders of America (FBLA).

Accounting 2
500500CW
Grades: 10-12
1 unit
Prerequisite: Accounting 1 with minimum grade of “C” or better and/or instructor approval
Students will develop advanced skills that build upon those acquired in Accounting 1. Students continue applying accounting concepts related to business entities. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating and recording adjusting entries, and interpreting financial information. The student will demonstrate knowledge of accounting principles through the use of computer software and simulated activities.
Banking Services
527100CW
Grades: 10 – 12
1 unit
Prerequisite: Business Finance or Personal Finance
This course is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purposes of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending, specialized bank service, promoting the bank, and security and ethics. All students are encouraged to join Future Business Leaders of America (FBLA).

Business Finance
527300CW
Grades: 10 – 12
1 unit
Prerequisite: Accounting 1
This course is designed to provide students with a foundation in corporate business finance concepts and applications including fundamentals, financial environment, management planning, maintenance and analysis of financial records, long and short term financial activities, financial business activities, financial institutions and banking services, consumer credit, business insurance, technology and financial management, and international finance. All students are encouraged to join Future Business Leaders of America (FBLA).

Insurance
527501CW
Grades: 10 - 12
1 unit
Prerequisite: None
This course is designed to introduce the student to the basic elements of the insurance industry; auto, renter and homeowner’s insurance, health, life, disability and long-term care, and other personal insurances. Career opportunities in the insurance industry will also be discussed. Upon completion of the course, the student will have a background to seek an entry-level position in the insurance industry.

Personal Finance
513100CW
Grades: 9-12
1 unit
Prerequisite: None
This course introduces students to the fundamentals of personal finance, which include budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance. All students are encouraged to join Future Business Leaders of America (FBLA).

Securities and Investments
527700CW
Grades: 10 – 12
1 unit
Prerequisite: Business Finance or Personal Finance
This course is designed to prepare students to make intelligent investment decisions based on their personal financial needs (or on the needs of a business). Topics include financial planning for various life stages; stocks, bonds, mutual funds, real estate, precious metals, gems and collectibles, and futures and options markets.

Work Based Learning
6190 Finance, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>619000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>619000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>619000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

HEALTH SCIENCE EDUCATION
Health Science Education is a secondary program of study that promotes health career opportunities to students in grades 9-12. After the completion of certain courses, students can earn credits through the work-based program. Work-based numbers for these courses are listed at the end of this section. Students can seek approval and assistance with this program from their counselor.

PLTW Biomedical Innovation (C.A. Johnson, Columbia)
558300HW
Grade: 12
1 unit
Prerequisite: Successful completion of PLTW Principles of Biomedical Sciences and PLTW Human Body Systems
Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society. Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.
Health Science 1 (C. A. Johnson, Lower Richland)  
555000CW  
Grade: 9-12  
1 unit  
Prerequisite: None  
Health Science 1 is the first offered to students interested in pursuing a career in the healthcare field. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science 2 (C. A. Johnson, Lower Richland)  
555100CW  
Grade: 10-12  
1 unit  
Prerequisite: Successful completion of Health Science 1 or Medical Terminology  
Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2, will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about “Transmission Based Precautions” and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and Maslow's Hierarchy of needs. Students will learn how law and ethics are applied in the healthcare setting. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will be certified in First Aid and CPR in this course. All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science 3 Human Structures and Functions (C. A. Johnson, Lower Richland)  
555200CW  
Grades: 11-12  
1 unit  
Prerequisite: Health Science 1 or Sports Medicine 1. Students are recommended to be First Aid and CPR certified prior to this course. Students should be familiar with general medical terminology as well as technical skills associated with vital signs. (Skills learned in HS2 or SM1). Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that the body systems have with disease from the healthcare point of view. This is a very "hands-on" course and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as a lab science). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and watch with a second hand. All students must be up-to-date including mumps, measles and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science Clinical Study (Honors) (C. A. Johnson, Lower Richland)  
556000HD  
Grade 12  
2 units  
Prerequisites: Health Science 1, 2, and 3 (HS 3 may be substituted with the following courses: PLTW Human Body Systems, or Medical Terminology). Please note: Only HS3, Medical Terminology or PLTW HBS will count towards being a completer in the Health Science pathway.  
Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through work-based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of
healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district’s geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom. Nurse-Aide candidates: Under the direction and supervision of a registered nurse, students are prepared to perform nursing-related services to patients and residents in hospitals or long-term care facilities. For Nurse-Aide programs, students will review all foundation standards in the clinical study program, as well as the addition of the SC Nurse Aide Curriculum found in the training program packet. This course meets all DHHS federal and state requirements for a certified nurse aide program in an approved NA training facility (NA program is optional). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to clinical internship experience, students must have a TB skin test and Hepatitis B injection. Student personal malpractice liability insurance is required and the cost will be paid by the district. Students will adhere to program requirement for training site agreements.

PLTW Human Body Systems (C.A. Johnson, Columbia) 558102CW
Grade: 10
1 unit
Prerequisite: PLTW Principles of Biomedical Sciences
By engaging in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

PLTW Medical Intervention (C.A. Johnson, Columbia) 558200HW
Grade: 11
1 unit
Prerequisite: PLTW Human Body Systems
Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Medical Terminology (C.A. Johnson, Lower Richland) 554000CW
Grades: 11-12
1 unit
Prerequisite: None
Medical Terminology is for students interested in the medical field. It is designed for eleventh and twelfth graders. This course will introduce the student to medical terms, including roots, prefixes, and suffixes, with emphasis on spelling, definition, and pronunciation. This curriculum provides an introduction to any health field. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Pharmacology (C.A. Johnson, Lower Richland) 557000CW
Grade: 10
1 unit
Prerequisite: Health Science 1, Sports Medicine 1 or PLTW Principles of Biomedical Sciences
Contact the Guidance office at your school for Special Requirements. Pharmacology is an interactive multimedia training system specifically designed to assist pharmacy technicians in passing the Pharmacy Technician Certification Board (PTCB) national certification program. State regulations determine the exact duties that a pharmacy technician is allowed to perform. Students are guided to make connections from the classroom to the healthcare through work-based learning experiences. All students must provide verification of medical insurance coverage. Student personal malpractice liability insurance is required and the cost will be paid by the district. All students will need 2 uniforms, white shoes and a watch with a second hand. Prior to the clinical internship experience, students must have a TB skin test and Hepatitis B injections. All immunizations must be up-to-date including mumps, measles and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Students will sign and adhere to a Clinical Internship Agreement. A minimum of 1,000 hours of clinical services at a community pharmacy are required. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

PLTW Principles of Biomedical Sciences (C.A. Johnson, Columbia) 558000CW
Grades: 9-10
1 unit
Prerequisite: None
By engaging in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. All students are strongly encouraged to join
Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Work Based Learning**

**5590 Health Science, work-based credit**
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>559000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>559000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>559000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Sports Medicine 1 (CA Johnson)**

**555501CW**
**Grade: 11**

1 unit

**Prerequisite: None**
Sports Medicine 1 emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and vital signs. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concept. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course. All students enrolled in this course must provide the instructor verification of medical insurance coverage. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Sports Medicine 2 (CA Johnson)**

**555601CW**
**Grade: 10-12**

1 unit

**Prerequisites: Students must have successfully completed Sports Medicine 1. Strongly recommend successful completion of Medical Terminology, Health Science 3, or Anatomy and Physiology.**
Sports Medicine 2 emphasizes the assessment and rehabilitation of athletic injuries. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation of injuries will be examined. A review of the body systems will be included in this course. Other career roles in Sports Medicine will be discussed as the athletic trainer takes the injured athlete through the pathway of recovery. All students enrolled in this course must provide the instructor verification of medical insurance coverage. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Sports Medicine 3 (CA Johnson)**

**555700CW**
**Grade: 12**

1 Unit

**Prerequisites: Students must have successfully completed Sports Medicine 1 & 2. It is strongly recommended that students successfully complete Medical Terminology, Health Science 3, or Anatomy and Physiology prior to this course.**
Sports Medicine 3 emphasizes the student’s ability to apply concepts from previous Sports Medicine course work to real-world situations and scenarios. A priority will be placed on understanding the current research and evidence based practices offering the practice of Sports Medicine professionals. Students will develop policies, procedures, and guidelines based on these aspects, as well as explore detailed treatment and rehabilitation procedures for common athletic injuries. Students are expected to participate in clinical situations either at the school with their athletic department or in an outside clinical setting for real world experience. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Work Based Learning**

**5591 Sports Medicine, work-based credit**
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>559100CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>559100CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>559100CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**HOSPITALITY AND TOURISM**

Hospitality and Tourism is designed to prepare students for entry-level employment in the travel and tourism industry.
Introduction Culinary Arts Management (Lower Richland)
572200CW
Grades: 9-10
1 unit
Prerequisite: None
Do you like to travel and entertain? This career will allow you to live or visit the most romantic places and meet all kinds of people. Whether your career goal is to become a chef on a cruise liner, cater elaborate functions, own a restaurant, run a country club, or just be a part of the food and beverage services industry, the opportunities are endless. The ability to create and to work well with others is a must. The course content of this program includes work ethics; safety; sanitation; the use and care of commercial equipment; the use and care of utensils and tools; customer service duties; menu planning; food preparation; job seeking; and job keeping skills. This is an introductory course designed to give students a chance to explore Culinary Management as a career choice. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Culinary Management 1 (Lower Richland)
572000CD
Grade: 11
2 units
Prerequisites: GPA of 2.0 or better; Interviewed by the Instructor
This course prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Students will begin a two-year program called ProStart sponsored by the National Restaurant Association. This program includes the industry-driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry-recognized certificate. This is the ProStart National Certificate of Achievement. To earn the certificate, students must pass two national exams, demonstrate a mastery of foundational skills and work 400 mentored hours. Students volunteer for 200 hours and acquire 200 hours of paid employment. All students must provide the instructor with proof of medical coverage. Students are required to be in full uniform during labs. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Culinary Management 2 (Lower Richland)
572100CD
Grade: 12
2 units
Prerequisites: Successfully completed Culinary Management 1 with a “C+” average or better; Instructor recommendation
This course is a continuation of Culinary Management 1. Students will complete the two-year Pro-Start program. This program includes the industry driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry-recognized certificate. This is the ProStart National Certificate of Achievement. To earn the certificate, students must pass two national exams, demonstrate a mastery of foundational skills and work 400 mentored hours. Students volunteer for 200 hours and acquire 200 hours of paid employment. All students must provide the instructor with proof of medical coverage. Students are required to be in full uniform during labs. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Work Based Learning
5190 Hospitality and Tourism, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>519000CD</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>519000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>519000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

HUMAN SERVICES

 Majors within the Human Services cluster are designed to prepare students for entry-level employment in areas related to planning, managing, providing, and supporting human services such as child care services and food science technology and nutrition.
**Child Development 1 (Eau Claire, Keenan, Lower Richland)**

580000CW  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite: None**  
In this course, instruction is given in the responsibilities of parenting; controlling family size; prenatal development and care; followed by a study of a child's emotional, mental, social and physical development up to age five. Observations of children and careers in the care of children will be emphasized. Guided observations and participation with young children and their parents will be incorporated. The knowledge, skills, attitudes, and understanding gained will prepare a student to assume a parental role and/or career involving the care and nurture of the young. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Child Development 2 (Eau Claire, Keenan, Lower Richland)**

580100CW  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite: Child Development 1 with a “C” or better and instructor recommendation**  
Child Development 2 is for the student who has a keen interest and/or immediate need for acquiring skill in the care of young children. The skills required in Child Development I should be mastered prior to instruction in Child Development II. This course prepares students for early childhood careers. Individualized instructional strategies will be used to encourage the creative application of theories and practices to promote physical, mental, emotional, and social development. All students in this course must provide the instructor with verification of medical insurance coverage. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Early Childhood Education 1**

570000CW  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite: None**  
Early Childhood Education 1 is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

**Early Childhood Education 2**

570100CW  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite: Early Childhood Education 1**  
Early Childhood Education 2 is an advanced course focusing on the competencies needed to plan, guide, and care for young children in a safe, healthy, and developmentally appropriate environment. Students can acquire certification in pediatric safety, CPR, and first aid. Students interact with professionals in the field and participate in various school-to-work activates. Student laboratory/field experiences may be school based or in the community and include job shadowing and internships. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Introduction to Early Childhood Education**

570200CW  
**Grades:** 10 – 12  
**1 unit**  
**Prerequisite: None**  
This course is designed as an introduction of skills required for a career in the care, education and administration of programs for young children. Students will develop skills in areas including career paths, developmentally appropriate practices, safe and healthy learning environments, and collaborative relationships. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

**Cosmetology 1 (Lower Richland)**

615000CD  
**Grade:** 11  
**2 units**  
**Prerequisites: GPA of 2.0 or better; Interviewed by the Instructor**  
The Cosmetology Program is designed to prepare students to qualify for the state cosmetology licensure examination. This is a two year completion program. Students will receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair setting, hair styling, hair shaping, hair waving, hair relaxing, hair coloring, hair lightening, shampooing and rinses. Care of skin and nails includes manicuring, pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, hands, arms, and legs is

---

### Cosmetology 1 (Lower Richland)

- **Grades:** 11
- **2 units**
- **Prerequisites:** GPA of 2.0 or better; Interviewed by the Instructor

The Cosmetology Program is designed to prepare students to qualify for the state cosmetology licensure examination. This is a two year completion program. Students will receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair setting, hair styling, hair shaping, hair waving, hair relaxing, hair coloring, hair lightening, shampooing and rinses. Care of skin and nails includes manicuring, pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, hands, arms, and legs is
incorporated by means of theory and practical application on mannequins and clients. Also included in the course of study is salon planning and management. Applicants must be at least 16 years old and have completed the 10th grade. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage. Students are required to pay a one-time fee of $150.00 to cover the cost of workbooks, exam reviews, uniforms, consumable items and the use of a district-owned kit. Students have the option to purchase their own personal kit for an additional cost if desired. Please consult with your instructor for payment details if you wish to purchase a kit. Fees are non-refundable.

**Cosmetology 2 (Lower Richland)**

615100CD

**Grade:** 11

**2 units**

**Prerequisites:** Successfully completed Cosmetology 1 with a “C+” average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 1. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage.

**Cosmetology 3 (Lower Richland)**

615200CD

**Grade:** 12

**2 units**

**Prerequisites:** Successfully completed Cosmetology 2 with a “C+” average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 2. All students must provide the instructor with proof of medical coverage. Students practice and prepare for the theory and practical portions for the South Carolina Board of Cosmetology Licensure Examination. Students are strongly encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Cosmetology 4 (Lower Richland)**

615300CD

**Grade:** 12

**2 units**

**Prerequisites:** Successfully completed Cosmetology 3 with a “C+” average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 3. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. All students must provide the instructor with proof of medical coverage.

Students are strongly encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Work Based Learning**

**5790 Human Services, work-based credit**

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>579000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>579000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>579000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Family and Consumer Sciences 1 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)**

580800CW

**Grades:** 9-12

**1 unit**

**Prerequisite:** None

Family and Consumer Sciences cover the physical, social, economic and cultural needs of individuals and families. Instruction focuses on preparation for the occupation of homemaking and the management of the dual roles of the homemaker and wage earner. Organized instruction and laboratory experiences emphasize the acquisition of knowledge and the development of understandings, attitudes and skills relevant to personal, home and family life responsibilities. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Family and Consumer Sciences 2 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)**

580900CW

**Grades:** 10-12

**1 unit**

**Prerequisites:** Family Consumer Science 1 with a “C” or better and/or instructor recommendation

This is a comprehensive exploratory course that provides more intense skills. Instruction and learning experiences emphasize family roles, relationships, responsibilities, and resources: and the development of understandings, attitudes and skills relevant to personal, home, and family life responsibilities. All students must provide the instructor with verification of medical insurance coverage. All students are strongly encouraged to join Family, Career and Community Leaders of America (FCCLA). Eligible students may be
nominated by their teacher to join the National Technical Honor Society.

**Family Life Education 1 (Eau Claire, Keenan, Lower Richland)**

*582000CW*

**Grades: 9-12**

**1 unit**

**Prerequisite: None**

Your body is not the only thing that needs to be healthy! What about your relationships? Learn how to make better choices by enrolling in Family Life Education II! Family Life Education I helps students understand and learn to apply various concepts to gain and maintain healthy relationships throughout their lives. Topics such as applying interpersonal skills in relationships, critiquing financial decisions, and determining risk factors of healthy lifestyles are included in the course content. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Family Life Education 2 (Eau Claire, Keenan, Lower Richland)**

*582100CW*

**Grades: 10-12**

**1 unit**

**Prerequisite: Family Life Education 1**

Now that you’ve acquired the skills to enhance your relationships, let’s further these skills to improve personal and family development. Family Life Education II stresses the role individuals must assume to improve family life. Effective personal development and the use of community resources are emphasized. Topics include but are not limited to developing healthy lifestyles, preparing for a family, managing financial resources, dealing with family crises, and developing employability skills. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Fashion, Fabric, and Design 1 (Eau Claire, Keenan, Lower Richland)**

*580400CW*

**Grades: 9-12**

**1 unit**

**Prerequisite: None**

This course introduces students to the concept of choosing clothing for a purpose. Students explore color plans, gain consumer skills in making informed shopping decisions, and explore careers. Students determine clothing quality; understand the information on labels and hangtags and planning a wardrobe. Students will have the opportunity to practice sewing techniques and altering and/or repairing household and clothing items. All fabric and sewing notions are to be supplied by the student for one project. All students must provide verification of medical insurance. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Fashion, Fabric, and Design 2 (Eau Claire, Keenan, Lower Richland)**

*580500CW*

**Grades: 10-12**

**1 unit**

**Prerequisites: Fashion, Fabric, and Design 1 with a “C” or better and/or instructor recommendation**

Students enrolled in Fashion, Fabric, and Design 2 will receive rigorous and relevant learning experiences as they study textiles, color analysis, wardrobe planning, interior designing, advanced and quality design techniques, and job opportunities in the clothing and interior field. All materials are to be supplied by the student for each project or garment constructed. A minimum of two projects is required and additional projects are encouraged. Tailoring techniques will be introduced as appropriate for the individual student. All students must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, FCCLA. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

**Financial Fitness 1 (Eau Claire, Keenan, Lower Richland)**

*581200CW*

**Grades: 10-12**

**1 unit**

**Prerequisite: None**

Financial Fitness 1 is designed to help students develop financial management skills by utilizing sound decision making procedures, evaluating marketplace alternatives, creating a personal budget, becoming knowledgeable of the rights and experiences will provide real life application such as; buying a car, budgeting money, using credit wisely, selecting the first apartment, and avoiding “rip offs” when making purchases. Learning experiences emphasize financial planning and budgeting as a basis for personal/family security. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Financial Fitness 2 (Eau Claire, Keenan, Lower Richland)**

*581300CW*

**Grades: 10-12**

**1 unit**

**Prerequisites: Financial Fitness 1 with a “C” or better and instructor recommendation**

Financial Fitness 2 is an in depth study of financial management skills. Building on the skills mastered in Financial 12, local, state, and federal consumer
protection agencies, and consumer services career paths. Learning experiences will encourage higher order thinking skills, incorporate the use of technology, solve real world problems, and develop characteristics of a responsible consumer. Students will have opportunities to interact with professional from the business world. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Foods and Nutrition 1 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)**

582400CW  
Grades: 9-12  
1 unit  
**Prerequisite: None**  
Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Foods and Nutrition 1 is a prerequisite for Food and Nutrition 2. National Certification: ServSafe® Employee. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Foods and Nutrition 2 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)**

582500CW  
Grades: 9-12  
1 unit  
**Prerequisite: Foods and Nutrition 1**  
Students enrolled in Food and Nutrition 2 will experience an advanced program designed to provide a more in depth knowledge of individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, safety and sanitation, consumer decisions, ethnic and multicultural meal preparation, table service and etiquette, and foods and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Skills acquired in Food and Nutrition 2 provides a foundation for further studies and employability in nutrition and food service. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Food Science and Dietetics 1 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)**

575700CW  
Grade: 11 – 12  
1 unit  
**Prerequisite: Physical Science and/or Food and Nutrition I, and/or Sports Nutrition 1**  
Discover the science behind your favorite foods! How is root beer made? Are all additives bad? Will you get sick if you eat mold? These questions and more will be answered. Learn biology, chemistry, and physics as you investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion. Integration of the Family and Consumer Sciences co-curricular student organization, Family Career and Community Leaders of America (FCCLA), greatly enhances this course.

**Food Science and Dietetics 2 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)**

575800CW  
Grades: 11 – 12  
1 unit  
**Prerequisite: Physical Science and/or Food and Nutrition I, and/or Sports Nutrition 1**  
Discover different ways to preserve food. Create an original food product, technique, or process to be used in the food industry. Learn biology, chemistry, and physics as you continue to investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion. Integration of the Family and Consumer Sciences co-curricular student organization, Family, Career and Community Leaders of America (FCCLA), greatly enhances this course. National Certification: Food Science Fundamentals AAFCS.

**Parenting Education 1**

581600CW  
Grades: 10-12  
1 unit  
**Prerequisite: None**  
Students enrolled in Parenting Education 1 will receive rigorous and relevant learning experiences as they study about being an effective parent through the study of the core of parenting which is the emotional nurturing of the child, including affection, child-parent relationships, guidance of behavior, and establishment of ethical and moral values. Parenting Education also includes: a study of birth control, health and physical care of an infant, prenatal and postnatal care, and providing food, clothing, and shelter. This course is a logical follow-up to Family.
Life or could be taken before Child Development. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

<table>
<thead>
<tr>
<th>Work Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5890 Family and Consumer Sciences, work-based credit</strong></td>
</tr>
<tr>
<td>This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>589000CH</td>
<td>90 Hours</td>
<td>0.5 Credit</td>
</tr>
<tr>
<td>589000CW</td>
<td>180 Hours</td>
<td>1.0 Credit</td>
</tr>
<tr>
<td>589000CD</td>
<td>360 Hours</td>
<td>2.0 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Science 1 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>575000CW</strong></td>
</tr>
<tr>
<td><strong>Grade:</strong> 10-12</td>
</tr>
<tr>
<td><strong>1 unit</strong></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Foods and Nutrition 1, and/or Sports Nutrition 1</td>
</tr>
<tr>
<td>Students enrolled in Food Science 1 will receive rigorous and relevant learning experiences as they study the science behind foods. Students will learn biology, chemistry, and physics as they investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Science 2 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>575000CW</strong></td>
</tr>
<tr>
<td><strong>Grades:</strong> 11-12</td>
</tr>
<tr>
<td><strong>1 unit</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Food Science 1</td>
</tr>
<tr>
<td>Discover different ways to preserve food. Create an original food product, technique, or process to be used in the food industry. Learn biology, chemistry, and physics as you continue to investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6890 Science, Technology, Engineering, and Mathematics, work-based credit</strong></td>
</tr>
<tr>
<td>This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>689000CH</td>
<td>90 Hours</td>
<td>0.5 Credit</td>
</tr>
<tr>
<td>689000CW</td>
<td>180 Hours</td>
<td>1.0 Credit</td>
</tr>
<tr>
<td>689000CD</td>
<td>360 Hours</td>
<td>2.0 Credits</td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY**

Information Technology careers involves the design, development, support, and management of hardware, software, multimedia and systems integration services.

<table>
<thead>
<tr>
<th>Computer Programming 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>505000CW</strong></td>
</tr>
<tr>
<td><strong>Grades:</strong> 9-12</td>
</tr>
<tr>
<td><strong>1 unit</strong></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Any computer related course, Algebra 1 and/or Teacher Recommendation and an overall CPA of 2.0 or better.</td>
</tr>
<tr>
<td>This course emphasizes the fundamentals of computer programming. Topics include computer hardware and software, program design and development, and practical experience in programming in a high-level procedural language. All students are encouraged to join Future Business Leaders of America (FBLA) and/or Skills USA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Programming 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>505100CW</strong></td>
</tr>
<tr>
<td><strong>Grades:</strong> 11-12</td>
</tr>
<tr>
<td><strong>1 unit</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Computer Programming 1 in same language with a “C” or better and instructor recommendation and Teacher Recommendation</td>
</tr>
</tbody>
</table>
| The fundamentals of programming are continued in this level and expanded to include program documentation and procedures. Students will develop programs involving input/output operations, different types of data, looping, functions, and arrays that will read and process data from files. All students are encouraged to join
Future Business Leaders of America (FBLA) and/or Skills USA.

**Fundamentals of Web Page Design and Development**

503100CW  
Grades: 10-12  
1 unit  
Prerequisite: None  
This course will guide students in the development of websites in a project-based, problem-solving environment. Students will learn the industry standard languages, HTML and CSS, which are used in every website on the web today. Students will learn how to create a portfolio of content-rich, wellstyled websites. Successful completion of this course will prepare students for industry certification. All students are encouraged to join Future Business Leaders of America (FBLA).

**Advanced Web Page Design and Development**

503300CW  
Grades: 10-12  
1 unit  
Prerequisite: Successful completion of Fundamentals of Web Page Design and Development  
This advanced course is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop an in-depth understanding and use of HTML, CSS, JavaScript, layout techniques, and other industry-standard practices. In addition, students will learn scripting technologies to create dynamic and interactive websites. Students will maintain a professional quality portfolio of web design work. Successful completion of this course will prepare students for industry certification.

**Work Based Learning**

5390 Information Technology, work-based credit  
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>539000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>539000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>539000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY**

The Law, Public Safety and Security Career Cluster helps prepare learners for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**Firefighter 1 (Lower Richland)**

651400CD  
Grades: 10-11  
2 Units  
Prerequisites: Algebra I, Application Process, and overall GPA of "C" or better  
This course provides the basic skills necessary to get personnel operational and performing on the fire ground. Topics include the following: orientation to the fire service; safety; fire department communications; fire behavior; fire prevention and public fire education; protective clothing; building search and victim removal; ropes and knots; building construction; forcible entry and forcible entry construction techniques; ground ladders; ventilation; hose practices, water supply, and fire streams; Classes A, B, C, and D fire identification and classification; vehicle and wild land fire control; portable extinguishers and sprinkler system fundamentals; and salvage, overhaul and protecting evidence of fire cause. Successful completion of written and performance testing is required. Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA student organization costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

**Firefighter 2 (Lower Richland)**

651500CD  
Grades: 11-12  
2 Units  
Prerequisites: Completion of Firefighter I with a “C” or better; Instructor Recommendation  
This course provides students with the knowledge and skills to meet the National Firefighter Standards. Topics include the following: radio communications and incident reports, pre-incident surveys, rescues and extrication tools, vehicle extrication and special rescues, hydrant flow and operability, hose tools and appliances, foam fire streams, fire detection, alarm and suppression systems, construction materials and building collapse, and fire cause and origin. The course introduces the Emergency Medical Services System and implementation of proper safety and infection control measures. Successful completion of written and performance testing is required to meet national firefighting certification. Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA student organization costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.
Work Based Learning

6590 Law, Public Safety, Corrections, and Security, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>539000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>539000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>539000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

MARKETING

The Marketing cluster includes courses and/or programs related to planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.

Advertising
547000CW
Grades: 11-12
1 unit
Prerequisites: Marketing
This course is designed to introduce the concepts of advertising, planning, strategies, communication skills, and professional development. Course content includes budget development, media selection, design, and the preparation of ads for various media. All students are encouraged to join Future Business Leaders of America (FBLA) and/or DECA (An Association of Marketing Students).

Marketing
542100CW
Grades: 9-12
1 unit
Prerequisite: None
This course introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses. All students are encouraged to join Future Business Leaders of America (FBLA) and/or DECA (An Association of Marketing Students).

Marketing Management
543100CW
Grades: 11-12
1 unit
Prerequisite: Marketing
This course includes the analysis of the marketing functions by examining in-depth human resource foundations, marketing and business fundamentals, distribution, promotion, retailing, fashion, hospitality, and tourism as applied in merchandising. Projects and computer simulations will allow students to further develop marketing strategies.

Merchandising
543000CW
Grades: 10-12
1 unit
Prerequisites: Marketing
This course is designed to prepare individuals to function as professional buyers of resale products and product lines for stores, chains, and other retail enterprises. The course content includes instruction in product evaluation, merchandising, applicable aspects of brand and consumer research, principles of purchasing, and negotiation skills. All students are encouraged to join Future Business Leaders of America (FBLA) and/or DECA (An Association of Marketing Students).

Sports and Entertainment Marketing
542500CW
Grades: 10-12
1 unit
Prerequisite: None
This program is for students who wish to pursue careers in the various areas of the sports and entertainment industry. This includes careers in box office management and sales, group sales, public sales, marketing, operations, development and sports programming. All students are encouraged to join Future Business Leaders of America (FBLA) and/or DECA (An Association of Marketing Students).

Work Based Learning

5091 Marketing, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>509100CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>509100CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>509100CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS/PROJECT LEAD THE WAY

The Science, Technology, Engineering, and Mathematics Cluster incorporate career opportunities in all aspects of engineering and engineering technologies.

PLTW Aerospace Engineering (Columbia, Dreher, Keenan, Lower Richland)  
605601HW  
Grades: 11-12  
1 unit each  
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a “C” or better and instructor recommendation.  
Students explore the physics of flight and bring what they’re learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover.  
All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

PLTW Civil Engineering and Architecture (Columbia, Dreher, Keenan, Lower Richland)  
605801HW  
Grades: 11-12  
1 unit each  
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a “C” or better and instructor recommendation.  
Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

PLTW Computer Integrated Manufacturing (Keenan)  
605301HW  
Grades: 11-12  
1 unit each  
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a “C” or better and instructor recommendation.  
Students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

PLTW Computer Science Essentials (Keenan, Lower Richland)  
637201HW  
Grades: 11-12  
1 unit  
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a “C” average or better.  
Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

PLTW Digital Electronics (Columbia, Dreher, Keenan, Lower Richland)  
605200HW  
Grades: 11-12  
1 unit each  
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a “C” or better and instructor recommendation.  
Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

PLTW Engineering Design and Development (Columbia, Keenan)  
605400CW  
Grade: 12  
1 unit  
Prerequisites: PLTW Introduction to Engineering Design, PLTW Principles of Engineering with a “C” or better and any one of the following: PLTW Aerospace Engineering, PLTW Computer Integrated Manufacturing, PLTW Computer Science Essentials, PLTW Civil Engineering and Architecture, PLTW Digital Electronics  
Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to
receive college credit from the University of South Carolina.

PLTW Introduction to Engineering Design (Columbia, Dreher, Keenan, Lower Richland)
605100HW
Grades: 9-10
1 unit each
Prerequisites: Algebra I or equivalent, overall GPA of 2.0 or higher
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

PLTW Principles of Engineering (Columbia, Dreher, Keenan, Lower Richland)
605001HW
Grades: 9-10
1 unit each
Prerequisites: PLTW Introduction to Engineering Design with a “C” or better and instructor recommendation.
All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end of course exam can qualify to receive college credit from the University of South Carolina.

Technology for the 21st Century (Olympia Learning Center)
539903CW
Grades: 10-12
1 unit
Prerequisite: None
Technology for the 21st Century is a dynamic program of study activity in a laboratory setting. It provides students, by design, with a broad set of experiences in solving technological problems using the technological problem-solving method; higher-order thinking skills; individual and collaborative ingenuity; and a variety of resources including formation, tools, an materials. Students will learn the positive and negative impacts of technology. Students apply knowledge, creativity and resources to solve real world, context-based problems in the topic areas of communication, construction, transportation and manufacturing. Students will apply science, math, language, and social sciences to form solutions to technology-based problems. Students explore career opportunities related to the technology topics under study that align with personal interest and abilities.

Work Based Learning

6890 Science, Technology, Engineering, and Mathematics, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>689000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>689000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>689000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Commercial Driver's License 1 (Eau Claire)
692000CW
Grades: 10-11
1 unit
Prerequisites: Algebra I with a “C” or better, Application Process, and Overall GPA of “C” or better, Drug Screening, Physically qualified under Department of Transportation regulations - physician to complete a DOT form.
This course provides basic career information about the commercial driver’s license. Additionally students will develop a personal plan for a career in transportation. The course includes skills needed to drive on public roads, person and professional attributes, safety and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are available for this course.

EMPLOYABILITY CERTIFICATE

Employability Education 1-4
Grades: 9 - 12
1 unit (Employability Education credits for Employability Certificate)

<table>
<thead>
<tr>
<th>Empl Ed 1</th>
<th>Empl Ed 2</th>
<th>Empl Ed 3</th>
<th>Empl Ed 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>390800CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390801CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390802CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390803CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390804CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390805CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390806CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390807CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390812CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390813CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>390814CW</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
The Employability Education 1-4 courses (1 unit and 0.5 unit) are designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. These courses are designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in each course and continues throughout the strand of the employability education courses. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond.
CAREER AND TECHNICAL EDUCATION
(HEYWARD ONLY)

The Heyward Career and Technology Center offers courses in a variety of careers and technical areas designed specifically to prepare students for success following high school, whether college, technical school, or the workforce. Classes at Heyward provide an opportunity to apply reading, writing, and computation skills in a project-based learning environment. Courses at Heyward are organized in Clusters of Study and the work based numbers are listed at the end of each cluster. Courses offered at Heyward Career and Technology Center are listed and/or described in this section. Listed courses without descriptions are detailed in another section of the catalog, because they are also taught at one or more of the high schools. Work based numbers for these courses are listed at the end of each section. See your counselor about courses offered at Heyward or the other high schools.

ARCHITECTURE AND CONSTRUCTION

Architecture and construction courses can introduce students to the construction industry and related career fields in construction management, architecture, building construction inspection, and planning and design.

Architectural Design 1
617000CD
Grades: 10-11
2 units
Prerequisites: Algebra 1 or equivalent, overall GPA of 2.0 or higher
The skills taught in this course are designed to assist students in preparing them to perform entry level tasks in architectural drafting and machine drafting. The course is also designed to teach student basic drafting skills through the use of specialized tools and equipment (drafting tables and drafting machines), Computer Assisted Design software and peripheral equipment with computer technology. Students who successfully complete this course will have an opportunity to enroll in an advanced level. Students who successfully complete the two-year program will have skills and the foundation to prepare themselves for a career as a drafter, technician, engineer, architect or designer. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00.

Architectural Design 2
617100CD
Grades: 11-12
2 units
Prerequisites: Level 1 with a “C” or better and instructor recommendation
Senior level students will perform advanced command sets in the CAD program. The student will complete a full set of drawings in the specific field of choice (architectural or mechanical). Students will be allowed to produce a work portfolio to present to prospective employers and colleges. The students will have a broad knowledge of current office programs with specialization in computer design technology. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00.

Building Construction Cluster 1
606000CD
Grades: 10-11
2 units
Prerequisites: Algebra 1 with a “C” or better, successfully completed the 9th grade and overall GPA of 2.0 or better. Successfully completed the 9th grade and an overall GPA of 2.0 or better.
Building Construction Cluster 1 is designed to provide students with basic construction skills, safety, math for construction, power tools, basic blueprint reading, and basic rigging. Students will construct floor systems, walls and frames, basic electricity, and dry wall installation. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research (NCCER). All students are asked to join Skills USA costing approximately $17.00. Special requirement: All students enrolled in this course must provide the instructor verification of medical insurance coverage. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Building Construction Cluster 2
606100CD
Grades: 11-12
2 units
Prerequisites: Completion of Building Construction Cluster 1 with a “C” or better, instructor recommendation, successfully completed the 10th grade and an overall GPA of 2.0 or better.
Building Construction Cluster 2 is designed to provide students with advanced construction skills, safety math for construction, power tools, basic understanding of Smart Home operations, product installation, system installation, and troubleshooting. Students will be introduced to advanced operation and installation of construction products. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research (NCCER). All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.
Building Construction Cluster 3

606200CD
Grade: 12
2 units
Prerequisites: Completion of Building Construction Cluster 2 with a “C” or better, instructor recommendation, successfully completed the 11th grade and an overall GPA of 2.0 or better
In this course students will be introduced to all aspects of alternative energy. Students will be introduced to Solar Photovoltactics to include systems and components, electrical and mechanical designs, and system performance and troubleshooting. Students will also learn proper solar installation and maintenance. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research. All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>669000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>669000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>669000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Work Based Learning

6690 Architecture and Construction, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>669000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>669000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>669000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Arts, AV Technology, and Communications skill standards address what a worker needs to know and be able to do and contribute to a safe, productive, and effective work environment.

Media Technology 1

612400CD
Grades: 10-11
2 units
Prerequisites: Algebra 1 with a “C” or better, successfully completed the 9th grade with overall GPA of 2.0 or better
This course will include many “on the job” experiences. Students will be involved in the production of both live and taped news stories. This course includes the creative process of information gathering and the technical aspects of video production along with the delivery of news in a television studio. Students taking this course will explore the general field of communications and will focus primarily on the radio, television, and film-making industries. Students will get hands-on experience in basic production techniques, and they will produce video projects for various purposes and groups. Students will learn how to use digital video cameras as well as editing programs such as Final Cut Pro. When possible students will also take field trips, have guest speakers from the communications industry and shadow professionals in the field. All students are asked to join the student organization Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Media Technology 2

612500CD
Grades: 11-12
2 units
Prerequisites: Completion of Media Technology 1 with a “C” or better, instructor recommendation, successfully completed the 10th grade, and an overall GPA of 2.0 or better
In this course, students will continue to develop their skills as broadcast journalists by writing, directing, producing and editing video pieces of increasing complexity. Second-year students will continue to develop expertise with professional digital video cameras and non-linear editing software. A greater focus will be placed on careers in the communications industry. They will work closely with professionals in the industry and produce professional-level programming or other projects with their help. Second-year students will begin to specialize in one particular area of mass communications, developing a final project in this area as well as pursuing professional relationships with workers in the industry. All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Media Technology 3

612600CD
Grade: 12
2 units
Prerequisites: Media Technology 2 with a “B” or better; Instructor recommendation
This course is designed for certification of Unmanned Aerial Vehicle Operator training and includes the essential topics of safety/liability considerations, operational risk management, GPS and navigational topics, preflight operations, manual and automatic flight, and emergency procedures and equipment malfunctions. Each of these topics include first-hand investigation via extensive equipment use, research, and inquiry. All students in this class are expected to participate in all class activities. Grade evaluation is based on participation, demonstration of skills, a portfolio including multiple reports with a complete log of flight and simulator time, a midterm, and a comprehensive final. Students will be required to use their talents to
perform service projects within the school, with optional projects within the community. All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

<table>
<thead>
<tr>
<th>Work Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5290</strong> Arts, Audio-Video Technology, and Communications, work-based credit</td>
</tr>
<tr>
<td>This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides &quot;hands on learning&quot; in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>529000CH</th>
<th>90 Hours</th>
<th>0.5 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>529000CW</td>
<td>180 Hours</td>
<td>1.0 Credit</td>
</tr>
<tr>
<td>529000CD</td>
<td>360 Hours</td>
<td>2.0 Credits</td>
</tr>
</tbody>
</table>

**HEALTH SCIENCE EDUCATION**

Health Science Education is a secondary program of study that promotes health career opportunities to students in grades 9-12. After the completion of certain courses, students can earn credits through the work-based program. Work-based numbers for these courses are listed at the end of this section. Students can seek approval and assistance with this program from their counselor.

**Health Science 1**

**555000CD**

Grades: 9-12

2 units

Prerequisite: None

Health Science 1 is the first offered to students interested in pursuing a career in the healthcare field. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it’s going and how professionalism and personal characteristics impact their success. Students will be introduced to “Standard Precautions” and learn about confidentiality through HIPPA. All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Health Science 2**

**555100CW/555100CD**

Grades: 10-12

1 unit/2 unit

Prerequisite: Successful completion of Health Science 1 or Medical Terminology

Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2, will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about “Transmission Based Precautions” and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and Maslow’s Hierarchy of needs. Students will learn how law and ethics are applied in the healthcare setting. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will be certified in First Aid and CPR in this course. All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Health Science 3**

**555200CW/555200CD**

Grades: 10-12

1 unit/2 units

Prerequisites: Health Science 1 or Sports Medicine

1. Students are recommended to be First Aid and CPR certified prior to this course. Students should be familiar with general medical terminology as well as technical skills associated with vital signs. (Skills learned in HS2 or SM1). Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that the body systems have with disease from the healthcare point of view. This is a very "hands-on" course and students will learn through projects and activities in the classroom. Skill procedures and foundation standards
are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as a lab science). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and watch with a second hand. All students must be up-to-date including mumps, measles and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science Clinical Study  
556000CD/556001HD
Grade: 12
2 units
Prerequisites: Health Science 1, 2, and 3 (HS 3 may be substituted with the following courses: PLTW Human Body Systems, or Medical Terminology).
Please note: Only HS3, Medical Terminology or PLTW HBS will count towards being a completer in the Health Science pathway.

Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through work-based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district’s geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom. Nurse-Aide candidates: Under the direction and supervision of a registered nurse, students are prepared to perform nursing-related services to patients and residents in hospitals or long-term care facilities. For Nurse-Aide programs, students will review all foundation standards in the clinical study program, as well as the addition of the SC Nurse Aide Curriculum found in the training program packet. This course meets all DHHS federal and state requirements for a certified nurse aide program in an approved NA training facility (NA program is optional). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to clinical internship experience, students must have a TB skin test and Hepatitis B injection. Student personal malpractice liability insurance is required and the cost will be paid by the district. Students will adhere to program requirement for training site agreements.

Work Based Learning

5590 Health Science, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>559000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>559000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>559000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Sports Medicine 1  
555501CD
Grades: 9-12
2 units
Prerequisite: None
Sports Medicine 1 emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and vital signs. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concept. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course. All students enrolled in this course must provide the instructor verification of medical insurance coverage. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Sports Medicine 2  
555600CD
Grades: 10-12
2 units
Prerequisites: Students must have successfully completed Sports Medicine 1. Strongly recommend successful completion of Medical Terminology, Health Science 3, or Anatomy and Physiology.
Sports Medicine 2 emphasizes the assessment and rehabilitation of athletic injuries. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in
athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation of injuries will be examined. A review of the body systems will be included in this course. Other career roles in Sports Medicine will be discussed as the athletic trainer takes the injured athlete through the pathway of recovery. All students enrolled in this course must provide the instructor verification of medical insurance coverage. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

**Sports Medicine 3**  
*555700CD*  
Grade: 12  
2 Units  
**Prerequisites:** Students must have successfully completed Sports Medicine 1 & 2. It is strongly recommended that students successfully complete Medical Terminology, Health Science 3, or Anatomy and Physiology prior to this course.

Sports Medicine 3 emphasizes the student’s ability to apply concepts from previous Sports Medicine course work to real-world situations and scenarios. A priority will be placed on understanding the current research and evidence based practices offering the practice of Sports Medicine professionals. Students will develop policies, procedures, and guidelines based on these aspects, as well as explore detailed treatment and rehabilitation procedures for common athletic injuries. Students are expected to participate in clinical situations either at the school with their athletic department or in an outside clinical setting for real world experience. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

### Work Based Learning

**5591 Sports Medicine, work-based credit**  
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Work Based Learning</th>
</tr>
</thead>
</table>
| 559100CH | 90 Hours | 0.5 Credit  
| 559100CW | 180 Hours | 1.0 Credit  
| 559100CD | 360 Hours | 2.0 Credits |

**HOSPITALITY AND TOURISM**

Hospitality and Tourism is designed to prepare students for entry-level employment in the travel and tourism industry.

**Culinary Management 1**  
*572000CD*  
**Grades:** 10-11  
2 units  
**Prerequisites:** GPA of 2.0 or better; Interviewed by the Instructor  
This course prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Students will begin a two-year program called ProStart sponsored by the National Restaurant Association. This program includes the industry-driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry-recognized certificate. This is the ProStart National Certificate of Achievement. To earn the certificate, students must pass two national exams, demonstrate a mastery of foundational skills and work 400 mentored hours. Students volunteer for 200 hours and acquire 200 hours of paid employment. Students may begin earning these hours upon enrollment in this class. All students must provide the instructor with proof of medical coverage. Students are required to be in full uniform (chef coat, pants, apron and hat) during labs. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

**Culinary Management 2**  
*572100CD*  
**Grades:** 11-12  
2 units  
**Prerequisites:** Successfully completed Culinary Management 1 with a “C+” average or better; Instructor recommendation  
This course is a continuation of Culinary Management 1. Students will complete the two-year Pro-Start program. This program includes the industry driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry-recognized certificate. This is the
ProStart National Certificate of Achievement. To earn the certificate, students must pass two national exams, demonstrate a mastery of foundational skills and work 400 mentored hours. Students volunteer for 200 hours and acquire 200 hours of paid employment. All students must provide the instructor with proof of medical coverage. Students are required to be in full uniform during labs. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Work Based Learning

**5190 Hospitality and Tourism, work-based credit**
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>519000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>519000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>519000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**HUMAN SERVICES**

Majors within the Human Services cluster are designed to prepare students for entry-level employment in areas related to planning, managing, providing, and supporting human services such as child care services and food science technology and nutrition.

**Barber/Master Hair Care 1**

615800CD
Grade: 11
2 units
Prerequisites: GPA of 2.5 or better; Interviewed by the Instructor

Special Requirement: Students must receive a tuberculin skin test or chest x-ray documented with negative results and must complete an application for a student permit including a $35.00 application fee prior to enrolling in the program. The Master Hair Care Specialist Program is designed to prepare students to become Registered Barbers or Master Hair Care Specialists. This is a two-year completion program. Students will perform techniques and arts such as hair cutting and styling, facial treatments, trimming and shaving of facial hair, chemical hair relaxing, tinting, coloring, shampooing, and rinsing. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students are required to pay a one-time fee of $150.00 to cover the cost of workbooks, exam reviews, uniforms, consumable items and the use of a district-owned kit. Students have the option to purchase their own personal kit for an additional cost if desired. Please consult with your instructor for payment details if you wish to purchase a kit. Fees are nonrefundable.

**Barber/Master Hair Care 2**

615900CD
Grade: 11
2 units
Prerequisites: Successfully completed Barber/Master Hair Care 1 with a “C+” average or better; required hours; Instructor recommendation

This course is a continuation of Barber/Master Hair Care 1. Upon the successful completion of all four levels, students who have earned 1500 contact hours of instruction in theory and practical skills may sit for the South Carolina Board of Barber Examiners Licensure Examination. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

**Barber/Master Hair Care 3**

616000CD
Grade: 12
2 units
Prerequisites: Successfully completed Barber/Master Hair Care 2 with a “C+” average or better; required hours; Instructor recommendation

This course is a continuation of Barber/Master Hair Care 2. Upon the successful completion of all four levels, students who have earned 1500 contact hours of instruction in theory and practical skills may sit for the South Carolina Board of Barber Examiners Licensure Examination. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students practice and prepare for the theory and practical portions for the South Carolina Board of Barber Examiners Licensure Examination.

**Barber/Master Hair Care 4**

616100CD
Grade: 12
2 units
Prerequisites: Successfully completed Barber/Master Hair Care 3 with a “C+” average or better, required hours; Instructor recommendation

This course is a continuation of Barber/Master Hair Care 3. Upon the successful completion of all four levels, students who have earned 1500 contact hours of instruction in theory and practical skills may sit for the South Carolina Board of Barber Examiners Licensure Examination. Students will be encouraged to join the student organization Skills USA. Eligible students may
be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

**Cosmetology 1**

**615000CD**

**Grade: 11**  
2 units  
**Prerequisites:** GPA of 2.0 or better; Interviewed by the Instructor  
The Cosmetology Program is designed to prepare students to qualify for the state cosmetology licensure examination. This is a two-year completion program. Students will receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair setting, hair styling, hair shaping, hair waving, hair relaxing, hair coloring, hair lightening, shampooing and rinses. Care of skin and nails includes manicuring, pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, hands, arms, and legs is incorporated by means of theory and practical application on mannequins and clients. Also included in the course of study is salon planning and management. Applicants must be at least 16 years old and have completed the 10th grade. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students are required to pay a one-time fee of $150.00 to cover the cost of workbooks, exam reviews, uniforms, consumable items and the use of a district-owned kit. Students have the option to purchase their own personal kit for an additional cost if desired. Please consult with your instructor for payment details if you wish to purchase a kit. Fees are non-refundable.

**Cosmetology 2**

**615100CD**

**Grade: 11**  
2 units  
**Prerequisites:** Successfully completed Cosmetology 1 with a “C+” average or better; required hours;  
**Instructor recommendation**  
This course is a continuation of Cosmetology 1. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

**Cosmetology 3**

**615200CD**

**Grade: 12**  
2 units  
**Prerequisites:** Successfully completed Cosmetology 2 with a “C+” average or better; required hours;  
**Instructor recommendation**  
This course is a continuation of Cosmetology 2. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

**Cosmetology 4**

**615300CD**

**Grade: 12**  
2 units  
**Prerequisites:** Successfully completed Cosmetology 3 with a “C+” average or better; required hours;  
**Instructor recommendation**  
This course is a continuation of Cosmetology 3. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

**Work Based Learning**

**5790 Human Services, work-based credit**  
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>579000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>579000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>579000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY**

Information Technology careers involves the design, development, support, and management of hardware, software, multimedia and systems integration services.
Networking Fundamentals

531000CD
Grades: 10-12
2 units
Prerequisites: Algebra 1 or equivalent, overall GPA of 2.0 or higher

Networking is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Upon successful completion of these courses, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem-solving skills. Instruction includes networking media topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in proper care, maintenance, and use of networking software, tools, and equipment. Particular emphasis is given to the use of critical thinking skills and problem-solving techniques found in math and communication programs. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are encouraged to join Skills USA.

Advanced Networking

531100HD
Grades: 11-12
2 units
Prerequisites: Networking Fundamentals with a “C” or better and instructor recommendation

Networking is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Upon successful completion of these courses, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem-solving skills. Instruction includes networking media topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in proper care, maintenance, and use of networking software, tools, and equipment. Particular emphasis is given to the use of critical thinking skills and problem-solving techniques found in math and communication programs. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are encouraged to join Skills USA.

Cyber Security Fundamentals

573000CD
Grades: 11-12
2 units
Prerequisites: Networking Fundamentals with a “C” or better and instructor recommendation

The Cyber Security Fundamentals course develops foundational understanding of cyber security and how it relates to information and network security. The course introduces students to characteristics of cybercrime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills to pursue careers in cyber security:

- Learn procedures to implement data confidentiality, integrity, availability and security controls on networks, servers and applications.
- Understand security principles and how to develop security policies that comply with cyber security laws.
- Apply skills through practice, using labs and Cisco Packet Tracer activities.

All students enrolled in this course must provide the instructor with verification of medical insurance coverage.

Work Based Learning

5390 Information Technology, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>539000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>539000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>539000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

MANUFACTURING

Many Manufacturing jobs are so specialized, they require high levels of skills and training. Manufacturing is a highly competitive industry that continues to grow in South Carolina.

Mechatronics – Electrical Components/Industrial Safety

621000CD
Grades: 10-11
2 units
Prerequisites: Algebra 1, Application Process, and Overall GPA of “C” or better

Mechatronics is an interdisciplinary field involving mechanical, instrumentation, electronics,
robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. 

Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a post-secondary program at a technical college. Level I provides skill training in the areas of industrial safety, hand and power tools, basic hydraulic and pneumatic operations, and manufacturing processes and production. Shop safety is emphasized and enforced. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the industrial maintenance field. All students that successfully complete this course with a “C+” or better are eligible to proceed to the next course in the three-course sequence. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a set of work clothes costing approximately $25.00. All students must purchase a pair of steel toe shoes or boots costing approximately $30.00.

Mechatronics Components Electric Drives/Hand & Power Tool Operation  
621100CD  
Grades: 11-12  
2 units  
Prerequisites: Successful completion of Level 1 with a “C+” or better; Instructor recommendation  
Mechatronics is an interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a post-secondary program at a technical college. Level II provides skill training in the areas of industrial safety, hand and power tools, basic hydraulic and pneumatic operations, and manufacturing processes and production. Shop safety is emphasized and enforced. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the industrial maintenance field. All students that successfully complete this course with a “C” or better will become a Heyward Career and Technology Center completer. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage.

Electro Pneumatics and Hydraulics  
621200CD  
Grades: 11-12  
2 units  
Prerequisites: Successful completion of Level 2 with a “B” or better; instructor recommendation  
Mechatronics is an interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a post-secondary program at a technical college. Level III provides skill training in the areas of industrial safety, electrical motors theory and application, basic machining, introduction to robotic systems, and maintenance awareness. Shop safety is emphasized and enforced. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the industrial maintenance field. All students that successfully complete this course with a “C” or better will become a Heyward Career and Technology Center completer. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage.

Welding Technology 1  
634000CD  
Grades: 10-11  
2 units  
Prerequisites: Algebra 1 or equivalent, overall GPA of 2.0 or higher  
This course provides opportunities for students to develop advanced welding skills, to perfect multi-position techniques, and to transform blueprints into realities. They learn to plan, layout, cut and then assemble the final product. Safety is emphasized and students are required to assist in maintaining and accounting for tools and equipment. To become a certified welder, students must successfully complete Levels 1 & 2 Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel toed safety shoes.

Welding Technology 2  
634100CD  
Grades: 11-12  
2 units  
Prerequisites: Completion of Welding 1 with a “C” or better and instructor recommendation  
Students will learn safety and advanced welding skills in the following processes: Shielded Metal Arc Welding; Gas Tungsten Arc Welding; and Gas Metal Arc Welding,
in all positions. This course covers advanced elements of today’s major welding and cutting processes, and provides continued safety, occupational orientation, and fabrication. Students will have the opportunity to take the American Welding Society Entry Level Welder certification examination. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel-toed boots.

Welding Technology 3  
634201CD  
Grade: 12  
2 units  
Prerequisites: Completion of Level 2 with a “C” or better, instructor recommendation, successfully completed the 11th grade and an overall GPA of 2.5 or better  
This course covers advanced pipe welding procedures and qualifications, welding safety measurements, use of hand and power tools, sketching and reading engineering drawings, weld symbol interpretations, plus welding theory for steel, stainless steel, aluminum, and weld quality assurance. Students who complete Aluminum/Fabrication Technology qualifications will be competent welds to national and international industry standards and codes, and be able to exercise a full range of practical welding techniques with steel, aluminum, stainless steel, and pipe welding. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel-toed boots.

Work Based Learning  
6490 Manufacturing, work-based credit  
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>649000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>649000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>649000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

TRANSPORTATION, DISTRIBUTION & LOGISTICS  
The Transportation, Distribution, and Logistics Cluster incorporate career opportunities in all aspects of  

Automotive Collision, Automotive Technology, Diesel Technology, Small Engine Technology, Warehousing, Material Handling, and Distribution and Logistics.

Automotive Technology 1  
603010CD  
Grades: 10-11  
2 units  
Prerequisites: Application Process, Algebra 1 or equivalent, overall GPA of 2.0 or higher  
This course is designed to introduce the student to automotive shop safety and operation, specialty tools and measuring instruments, electrical and electronic systems, brakes, steering and suspension, engine performance, heating and air conditioning, automatic and manual drive trains. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All students that successfully complete this course with a “C” or better are eligible to become entry level apprentice technicians. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of coveralls costing approximately $25.00. Requirements for AYES internship: Student must successfully complete all three courses.

Automotive Technology 2  
603110CD  
Grades: 11-12  
2 units  
Prerequisites: Automotive and Motorsports Technology 1 with a “C” or better and teacher recommendation  
Automotive and Motorsports Technology 2 is a specific course designed to teach the principals of electricity and electronics as they apply to the automotive systems. This course builds on the essential concepts of measurement of electrical parameters such as voltage, current, resistance, power, magnetism, electromagnetism, and magnetic induction. Students will learn the concept of OHM’s law in both application and mathematical theory. Detailed topics include the use of a digital multi-meter for the analysis of series, parallel, and series parallel circuits. Course content also includes communication, design/problem solving, customer relations, technical writing, computer science, blueprints and diagrams, and teamwork. Lab projects are focused on the systems of engineering, science and technology, and on computer applications that apply to automotive diagnosis and service. Actual repair work is incorporated into each student’s learning experience under the close supervision of an ASE certified instructor. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All competencies and components of this course comply with the National Automotive
Technician Education Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Educational Systems (AYES), and the standards set forth by the State Department of Education. All students enrolled in this program must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, Skills-USA. Requirements for AYES internship: Student must successfully complete all three courses.

**Automotive Technology 3**  
603210CD  
Grade: 12  
2 units  
**Prerequisites: Automotive and Motorsports Technology 2 with a “C” or better and teacher recommendation**  
Automotive and Motorsports Technology 3 consist of the NATEF/ASE Brakes course and the NATEF/ASE Suspension and Steering course. Course content also includes communication, design/problem solving, customer relations, technical writing, computer science, blueprints and diagrams, and teamwork. Lab projects are focused on the systems of engineering, science and technology, and on computer applications that apply to automotive diagnosis and services. Actual repair work is incorporated into each student's learning experience under the close supervision of an ASE certified instructor. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All competencies and components of this course comply with the National Automotive Technician Education Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Educational Systems (AYES), and the standards set forth by the State Department of Education. All students enrolled in this program must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, Skills-USA. Requirements for AYES internship: Student must successfully complete all three courses.

**Diesel Engine Technology 1**  
631000CD  
Grade: 10  
2 units  
**Prerequisites: Application process, Algebra 1 or equivalent, overall GPA of 2.0 or higher**  
Diesel Technology 1 is the first course of three. In this course students learn nomenclature and use of typical technician hand tools and gauges. They learn how to accurately measure critical engine parts. They learn the function of engine components and principles of operation of a medium duty inline six cylinder engine. They learn how to safely disassemble measure and inspect critical engine wear parts, reassemble, start, and monitor running engine performance parameters. Students will learn truck preventative maintenance tasks as well as exposure to all other technical areas of the vehicle. Students will learn basic principles of Electricity/Electronic Systems. Shop safety is emphasized and stressed. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology industries. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

**Diesel Engine Technology 2**  
631100CD  
Grade: 11  
2 units  
**Prerequisites: Diesel Technology 1 with a “C” or better and instructor recommendation**  
Diesel Technology 2 is the second course of three. In this course students learn the function of engine components and principles of operation of a medium duty V8 diesel engine. They completely disassemble measure and inspect critical engine wear parts, reassemble, start, and monitor running engine performance parameters. Students will learn how to perform engine diagnostics. Students are challenged with more individual lab activities regarding vehicle preventative maintenance, transmission, steering, suspension, and brake systems. Shop safety is emphasized and stressed. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology industries. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

**Diesel Engine Technology 3**  
631100CD  
Grade: 11  
2 units  
**Prerequisites: Diesel Technology 1 with a “C” or better and instructor recommendation**  
Diesel Technology 2 is the second course of three. In this course students learn the function of engine components and principles of operation of a medium duty V8 diesel engine. They completely disassemble
measure and inspect critical engine wear parts, reassemble, start, and monitor running engine performance parameters. Students will learn how to perform engine diagnostics. Students are challenged with more individual lab activities regarding vehicle preventative maintenance, transmission, steering, suspension, and brake systems. Shop safety is emphasized and stressed. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology industries. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

**Work Based Learning**

**6790 Transportation, Distribution and Logistics, work-based credit**

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid.

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>679000CH</td>
<td>90</td>
<td>0.5</td>
</tr>
<tr>
<td>679000CW</td>
<td>180</td>
<td>1.0</td>
</tr>
<tr>
<td>679000CD</td>
<td>360</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**RICHLAND ONE WORKS (ROW)**

**Automotive and Welding**

2 units

Grades: 10-12

Course Number:
59010109 59060109 59020109 59070109 59030109 59120109 59040109 59130109 59050109 59140109

This course offers basic skills instruction in the areas of Small Engines, 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.

**Construction**

2 units

Grades: 10-12

Course Number:
59010209 59060209 59020209 59070209 59030209 59120209 59040209 59130209 59050209 59140209

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.

**Creative**

2 units

Grades: 10-12

Course Number:
59010309 59060309 59020309 59070309 59030309 59120309 59040309 59130309 59050309 59140309

This course is designed to provide instruction to students in the areas of child development, 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.

**Hospitality and Tourism**

2 units

Grades: 10-12

Course Number:
59010809 59060809 59020809 59070809 59030809 59120809 59040809 59130809 59050809 59140809

This course prepares students for entry-level jobs in the hospitality and tourism industry. The Skills, Tasks, And Results Training (START) Program curriculum will be utilized. START provides training for hospitality positions in the lodging division and the food and beverage division. This program promotes confidence and positive work ethics and also provides a smooth transition to higher-level hospitality coursework. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.
Lawn, Garden and Gifts
2 units
Grades: 10-12
Course Number:
59010409 59060409
59020409 59070409
59030409 59120409
59040409 59130409
59050409 59140409
This course is designed to provide students an opportunity to acquire basic skills in the areas of small engine maintenance, horticulture, engraving, molding ceramic products, and making specialty gifts items. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

Media
2 units
Grades: 10-12
Course Number:
59010509 59060509
59020509 59070509
59030509 59120509
59040509 59130509
59050509 59140509
This course is designed to provide students an opportunity to acquire basic skills in the areas of keyboarding, screen printing, making copies, preparing mailers, and transferring media to crystal. This course is project driven and utilizes a school-based enterprise approach. Safety will be stressed in all areas of the course.

PAES
2 units
Grades: 10-12
Course Number:
59010609 59060609
59020609 59070609
59030609 59120609
59040609 59130609
59050609 59140609
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.

VICTORY Works
4 units
Grades: 12th Plus
Course Number:
59010709 59060709
59020709 59070709
59030709 59120709
59040709 59130709
59050709 59140709
VICTORY Works serves students 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.
# School of Arts and Humanities
## Cluster of Study: Arts and Humanities
### Major: Advanced Placement

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>* Four units</td>
<td></td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td></td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td></td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong> Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any four Advanced Placement (AP) courses</td>
<td>IB Language B SL or HL 1, 2 Performing Arts Pre-Calculus Research 1, 2 HN Theory of Knowledge 1, 2 Art World Language 1, 2, 3, 3HN, 4HN, 5HN World Language AP</td>
<td>Career Mentoring Shadowing Internship Cooperative Education Career Information Delivery System Exposure Senior Project</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Medical Assistant Robotics Technician Real Estate Sales Agent Law Clerk</td>
<td>Executive Assistant Medical Interpreter Reporter Sales Manager</td>
<td>Attorney Computer Scientist Financial Manager / Planner Physician</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
## School of Arts and Humanities

### Cluster of Study: Arts and Humanities

**Major: International Baccalaureate (ACFHS, LRHS)**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English* Four units</td>
<td>9&lt;br&gt;English 1 H</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Geometry H or Algebra 2 H</td>
</tr>
<tr>
<td>Science* Four units</td>
<td>Biology 1 H</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>World Geog H or AP Human Geography</td>
</tr>
<tr>
<td>World Language Five units</td>
<td>French, German, or Spanish 1 &amp; 2</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)
- IB Additional Requirements (DP)
  - Theory of Knowledge
  - Creativity, Activity, Service
  - Extended Essay
- IB Additional Requirements (CP)
  - Reflective Project
  - Service Learning
  - Language Development Portfolio

### Required Courses for Major (Courses required)

- **English/Language Arts**: IB English HL 1 & 2
- **Math**: IB Math HL, SL, or Studies SL 1 & 2
- **Science**: IB Biology HL 1 & 2, IB Design Technology HL 1 & 2 or IB Physics SL or IB Biology SL
- **Social Studies**: IB History HL 1 & HL 2
- **World language**: IB German, French, or Spanish SL 1 & SL 2
- **IB Additional Course (one)**: IB Geography HL 1 & 2, IB Visual Arts HL 1 & 2, IB Visual Arts SL, IB Dance SL, IB Theatre SL, IB Psychology
- **IB Core Requirements**: Theory of Knowledge 1 & 2, CAS, Extended Essay, Reflective Project, Service Learning, Language Development Portfolio

### Complementary Coursework

- Visual or Performing Arts
- AP Biology
- AP Physics Pre-Calculus
- AP Government AP Economics
- AP US History
- Career Related Study
  - Health Science
  - Culinary Arts
  - PLTW
  - Cosmetology
  - JROTC

### Extended Learning Opportunity Options Related to Major

- Career Shadowing
- Internship
- Senior Project

### Professional Opportunities Upon Graduation

#### High School Diploma

- Real Estate Agent
- Law Clerk
- Sales

#### 2-Year Associates Degree

- Executive Assistant
- Sales Manager

#### 4-Year Degree and Higher

- Attorney
- Research
- Scientist
- Computer Scientist
- Physician

---

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Arts and Humanities

### Cluster of Study: Arts and Humanities

### Major: English

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>English</strong>&lt;sup&gt;*&lt;/sup&gt; Four units</td>
<td><strong>English 1</strong></td>
</tr>
<tr>
<td><strong>Math</strong>&lt;sup&gt;*&lt;/sup&gt; Four units</td>
<td><strong>Algebra 1</strong></td>
</tr>
<tr>
<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt; Three units</td>
<td><strong>Biology</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;sup&gt;*&lt;/sup&gt; Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

### Electives (seven units)

### Required Courses for Major

(Four credits required)

- English 3 Honors
- English 4 Honors
- AP English Language and Composition
- AP English Literature and Composition
- IB English HL-2
- ENG 101
- ENG 102
- Speech
- Journalism 2
- Speech and Multimedia
- Theatre 2

### Complementary Coursework

- IB Language B SL or HL 1, 2
- Journalism 1
- Music Theory 1
- Performing Arts
- Theatre 1
- Visual Arts c
- World Language 1, 2, 3, 3HN, 4HN, 5HN

### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptionist</td>
<td>Officer Assistant Manager</td>
<td>Educator</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>Sales Associate</td>
<td>Public Relations Specialist</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Clerical Assistant</td>
<td>Writer</td>
</tr>
<tr>
<td>Clerical Assistant</td>
<td></td>
<td>Editor</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
**School of Arts and Humanities**  
**Cluster of Study: Arts and Humanities**  
**Major: History**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP European History</td>
<td>Environmental Science</td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>IB Language B SL or HL 1, 2</td>
<td>Internship</td>
</tr>
<tr>
<td>AP US History</td>
<td>Journalism 1, 2</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>AP World History</td>
<td>Music Theory 1</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Current Issues</td>
<td>Performing Arts</td>
<td>Exposure</td>
</tr>
<tr>
<td>World History Honors</td>
<td>Visual Arts</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

| Environmental Science                          |                          |                                                        |
| IB Language B SL or HL 1, 2                    |                          |                                                        |
| Journalism 1, 2                                |                          |                                                        |
| Music Theory 1                                 |                          |                                                        |
| Performing Arts                                |                          |                                                        |
| Visual Arts                                    |                          |                                                        |
| World Language 1, 2, 3, 3HN, 4HN, 5HN         |                          |                                                        |

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical Assistant</td>
<td>Congressional Aide</td>
<td>Editor</td>
</tr>
<tr>
<td>File Clerk</td>
<td>Copy Writer</td>
<td>Creative Writer</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Museum Tour Guide</td>
<td>Social Studies Teacher</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
# School of Arts and Humanities
## Cluster of Study: Arts and Humanities
### Major: Journalism/Broadcasting

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses for Major</strong> (Four credits required)</td>
<td><strong>Complementary Coursework</strong></td>
</tr>
<tr>
<td>Broadcast Journalism 1, 2, 3, 4</td>
<td>Digital Desktop Publishing</td>
</tr>
<tr>
<td>Documentary Production</td>
<td>Theatre courses</td>
</tr>
<tr>
<td>Documentary Workshop</td>
<td>Art courses</td>
</tr>
<tr>
<td>Journalism 1</td>
<td>World Language courses</td>
</tr>
<tr>
<td>Journalism 2</td>
<td>Social Studies courses</td>
</tr>
<tr>
<td>Yearbook Production</td>
<td></td>
</tr>
<tr>
<td>Yearbook Production 2</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>Speech and Multimedia</td>
<td></td>
</tr>
<tr>
<td>Survey of African American Literature</td>
<td></td>
</tr>
<tr>
<td>Survey of Radio/TV/Film 1</td>
<td></td>
</tr>
<tr>
<td>Survey of Radio/TV/Film 2</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disc Jockey</td>
<td>Proofreader</td>
<td>Journalist</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Reporter</td>
<td>Television Anchor</td>
</tr>
<tr>
<td>Audio/Video Operator</td>
<td>Sound Engineering Technician</td>
<td>Station Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Electives (seven units)

### Required Courses for Major

(Four credits required)

- Band-Concert 1, 2, 3, 4, 3H, 4H
- Band-Marching 1, 2, 3, 4, 3H, 4H
- Band-Jazz Band 1, 2, 3, 4
- Guitar 1, 2, 3, 4, 3H, 4H
- Chorus 1, 2, 3, 4, 3H, 4H
- Dance 1, 2, 3, 4, 3H, 4H
- Instrumental Music: Orchestra-Strings 1, 2, 3, 4, 3H, 4H
- Theatre 1, 2, 3, 4, 3H, 4H
- IB Music, Dance or Theatre Courses
- AP Music Theory

### Complementary Coursework

- Music Appreciation 1
- Music Theory
- World Music 1, 2
- Piano 1, 2
- Technical Theatre Arts

### Extended Learning Opportunity Options Related to Major

- Honors Projects
- Senior Projects
- School Performing Ensembles/Companies
- District, Region, State and National Music, Dance and/or Theatre Ensembles/Competitions
- Community Performing Arts Groups

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accompanist</td>
<td>Private Studio Instructor</td>
<td>Arts Educator</td>
</tr>
<tr>
<td>Musician</td>
<td>Theatre Supply Sales</td>
<td>Choreographer</td>
</tr>
<tr>
<td>Singer</td>
<td>Technician</td>
<td>Composer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
# School of Arts and Humanities
## Cluster of Study: Arts and Humanities
### Major: Visual Arts

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
</tr>
</tbody>
</table>

**Required Courses for Major (Four credits required)**
- Art: 1, 2, 3, 4, 3H, 4H
- Art: Ceramics 1, 2
- Art: Drawing 1, 2
- Art: Painting 1, 2
- Art: Photography 1, 2
- Art: 3-D Design 1
- AP Studio Art: Drawing
- AP Studio Art: Two-Dimensional Design
- AP Studio Art: Three-Dimensional Design
- IB Visual Arts Courses

**Complementary Coursework**
- Art History
- AP Art History

**Extended Learning Opportunity Options Related to Major**
- Honors Project
- Senior Project
- School, District, Region, State Art Exhibits
- Juried Exhibitions
- Community Exhibitions

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Art Writer</td>
<td>Art Educator</td>
</tr>
<tr>
<td>Art Supplies Sales</td>
<td>Art Events Coordinator</td>
<td>Art Collection Administrator</td>
</tr>
<tr>
<td>Muralist</td>
<td>Gallery Assistant</td>
<td>Artistic Programs Director</td>
</tr>
<tr>
<td>Photographer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Arts and Humanities
### Cluster of Study: Arts and Humanities
### Major: World Languages

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)
- Electives (seven units)

### Required Courses for Major (Four credits required)
- French 1, 2, 3, 3HN, 4 HN, 5 HN, AP, IB OR
- German 1, 2, 3, 3HN, 4 HN, 5 HN, IB OR
- Latin 1, 2, 3, 3HN, 4 HN, IB OR
- Spanish 1, 2, 3, 3HN, 4 HN, 4 AP, 5HN, 5 AP, IB—IHS OR
- Chinese 1, 2, 3, 3HN, 4 HN OR
- Any combination of 4 credits from the above

### Complementary Coursework
- Art History
- Current Issues
- Digital Desktop Publishing
- Entrepreneurship
- European History AP
- IB Language B SL or HL 1, 2
- Performing Arts
- Second World Language 1, 2, 3, 3HN, 4 HN, 5 HN, AP
- Theory of Knowledge 1, 2
- Visual Arts
- Web Page Design & Dev. 1, 2

### Extended Learning Opportunity Options Related to Major
- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour Guide and Escort Armed Forces Language Specialist Foreign Aid Worker</td>
<td>Travel Agent Immigration &amp; Customs Inspector Intelligence Specialist</td>
<td>World Language Teacher Interpreter / Translator International Business Consultant</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
**School of Arts and Humanities**  
Cluster of Study: Education and Training  
Major: Teaching and Training

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>English</strong>&lt;sup&gt;*&lt;/sup&gt; Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong>&lt;sup&gt;*&lt;/sup&gt; Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt; Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;sup&gt;*&lt;/sup&gt; Three units</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td><strong>Required Courses for Major</strong> (Four credits required)</td>
<td><strong>Creative Writing</strong></td>
</tr>
<tr>
<td>Teacher Cadet Program or Coaches in Training</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Plus 3 credits from the following courses:</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Child Development</td>
<td>World Language 1, 2, 3, 3HN, 4HN, 5HN</td>
</tr>
<tr>
<td>Psychology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Psychology 101 or Psychology AP</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>Web Page Design &amp; Dev. 1</td>
</tr>
</tbody>
</table>

**Complementary Coursework**

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

**Professional Opportunities Upon Graduation**

**High School Diploma**

- Childcare Worker
- Preschool Worker
- Recreation Assistant

**2-Year Associates Degree**

- Library Technician
- Instructional Assistant
- Training manager

**4-Year Degree and Higher**

- Teacher
- Statistician
- Librarian

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
School of Business, Management, and Information Systems
Cluster of Study: Business Management and Administration
Major: Administrative Services

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
<td>English 2</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
</tr>
<tr>
<td></td>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support Technology</td>
<td></td>
<td>Career Mentoring Shadowing Internship</td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Business Principles and Management</td>
<td></td>
<td>Exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Supporter Information Processing Specialist Receptionist</td>
<td>Administrative Assistant Data Entry Specialist Executive Assistant Front Office Assistant</td>
<td>Educator Executive Assistant Information Systems Manager Office Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Business, Management, and Information Systems
#### Cluster of Study: Business Management and Administration
#### Major: Administrative Services (CAJHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td>Math*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td>Science*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td>Social Studies*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses for Major (Three credits required)</td>
<td>Complementary Coursework</td>
</tr>
<tr>
<td>Administrative Support Technology</td>
<td>Digital Multimedia</td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td>Digital Desktop</td>
</tr>
<tr>
<td></td>
<td>Publishing</td>
</tr>
<tr>
<td></td>
<td>Speech Courses</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>Integrated Business Applications 2</td>
<td></td>
</tr>
<tr>
<td>Business Principles and Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Supporter</td>
<td>Administrative Assistant</td>
<td>Educator</td>
</tr>
<tr>
<td>Information Processing</td>
<td>Data Entry Specialist</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Specialist</td>
<td>Executive Assistant</td>
<td>Information Systems Manager</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Front Office Assistant</td>
<td>Office Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
School of Business, Management, and Information Systems  
Cluster of Study: Business Management and Administration  
Major: Business Information Management (ACFHS, LRHS)  
CIP Code - 521206

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td>Personal Health and Wellness (1/2 unit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image Editing 1</td>
<td></td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td>Digital Desktop Publishing</td>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Accounting 1</td>
<td></td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td>Exposure</td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td></td>
<td>Senior Project</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Multimedia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Principles and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Web Page Design and Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Professional Opportunities Upon Graduation |
|-------------------------------------------|---------------------------------|----------------------------------------------------------|
| High School Diploma                       | 2-Year Associates Degree        | 4-Year Degree and Higher                                |
| Information Processing Specialist         | Office Manager                  | Educator                                                |
| Multimedia Specialist                     | Web Page Developer              | Webmaster                                               |
| Website Maintenance Specialist            | Web Page Designer               | Software Application Manager                            |

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td></td>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td></td>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td></td>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Electives (seven units)</td>
</tr>
</tbody>
</table>

### Required Courses for Major
(Three credits required)

- Accounting 1
- Entrepreneurship

Plus one of the following:

- Accounting 2
- Business Principles and Management
- Integrated Business Applications 1
- Fundamentals of Web Page Design and Development

### Complementary Coursework

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Manager</td>
<td>Hotel Manager Assistant</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Meeting Planner</td>
<td>Office Manager</td>
<td>Educator Entrepreneur</td>
</tr>
<tr>
<td>Public Relations Specialist</td>
<td>Payroll Assistant</td>
<td>General Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
School of Business, Management, and Information Systems
Cluster of Study: Business Management and Administration
Major: Operations Management (ECHS)  
CIP Code - 520204

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>English* (Four units)</td>
<td>English 1</td>
</tr>
<tr>
<td></td>
<td>English 2</td>
</tr>
<tr>
<td></td>
<td>English 3</td>
</tr>
<tr>
<td></td>
<td>English 4</td>
</tr>
<tr>
<td>Math* (Four units)</td>
<td>Algebra 1</td>
</tr>
<tr>
<td></td>
<td>Algebra 2 or Geometry</td>
</tr>
<tr>
<td></td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Science* (Three units)</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry or Other Lab Science</td>
</tr>
<tr>
<td></td>
<td>Physics or Other Lab Science</td>
</tr>
<tr>
<td></td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Social Studies* (Three units)</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td></td>
<td>U.S. History</td>
</tr>
<tr>
<td></td>
<td>Economics/Government</td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**

| Physical Education or JROTC (one unit) |
| Computer Science (one unit) |
| World Language or CATE (one unit) |
| Personal Health and Wellness (1/2 unit) |

| Electives (seven units) |

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Enterprise 1</td>
<td></td>
<td>Career Mentoring</td>
</tr>
<tr>
<td>Virtual Enterprise 2</td>
<td></td>
<td>Shadowing</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td></td>
<td>Exposure</td>
</tr>
<tr>
<td>Business Principles and Management</td>
<td></td>
<td>Senior Project</td>
</tr>
<tr>
<td>Accounting 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Teller</td>
<td>Assistant Store Manager</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Customer Service Supervisor</td>
<td>Educator Entrepreneur</td>
</tr>
<tr>
<td>Representative</td>
<td>Office Manager</td>
<td></td>
</tr>
<tr>
<td>Sales Associate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Business, Management, and Information Systems
### Cluster of Study: Finance
### Major: Accounting (CHS, ECHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
</tbody>
</table>

### Required Courses for Major (Three credits required)

- Accounting 1
- Accounting 2
- Plus one of the following:
  - Personal Finance
  - Entrepreneurship
  - Business Finance
  - Integrated Business Applications 1
  - Business Principles and Management

### Complementary Coursework

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Teller</td>
<td>Accountant</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>Bookkeeping Clerk</td>
<td>Auditor</td>
<td>Chief Financial Officer Educator</td>
</tr>
<tr>
<td>Medical Billing Clerk</td>
<td>Financial Agent</td>
<td>Financial Planner</td>
</tr>
<tr>
<td>Payroll Clerk</td>
<td>Credit Manager</td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
School of Business, Management, and Information Systems  
Cluster of Study: Finance  
Major: Banking Services (CHS)  
CIP Code - 520803

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong> Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

**Electives** (seven units)

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking Services</td>
<td>Career Mentoring Shadowing</td>
<td>Internship</td>
</tr>
<tr>
<td>Business Finance</td>
<td>Cooperative Education</td>
<td></td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td>Career Information Delivery System</td>
<td></td>
</tr>
<tr>
<td>Accounting 1</td>
<td>Exposure</td>
<td></td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td>Senior Project</td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Teller</td>
<td>Assistant Store Manager</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Customer Service Supervisor</td>
<td>Educator Entrepreneur</td>
</tr>
<tr>
<td>Representative</td>
<td>Office Manager</td>
<td></td>
</tr>
<tr>
<td>Sales Associate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Business, Management, and Information Systems

**Cluster of Study: Finance**  
**Major: Business Finance (CHS, DHS, ECHS, KHS, LRHS)**  
**CIP Code - 520804**

- **Required Core for Graduation**
  - 9
  - 10
  - 11
  - 12

<table>
<thead>
<tr>
<th>Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1, English 2, English 3, English 4</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1, Algebra 2 or Geometry, Probability/Statistics, Geometry or Pre-Calculus, Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology, Chemistry or Other Lab Science, Physics or Other Lab Science, Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies, U.S. History, Economics/Government</td>
</tr>
</tbody>
</table>

- **Additional Graduation Requirements**
  - Physical Education or JROTC (one unit)
  - Computer Science (one unit)
  - World Language or CATE (one unit)

- **Electives** (seven units)

- **Required Courses for Major**  
  (Four credits required)

- **Complementary Coursework**

- **Extended Learning Opportunity Options Related to Major**
  - Career Mentoring
  - Shadowing
  - Internship
  - Cooperative Education
  - Career Information
  - Delivery System Exposure
  - Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping Clerk</td>
<td>Auditor</td>
<td>Branch Manager</td>
</tr>
<tr>
<td>Medical Billing Clerk</td>
<td>Accountant</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>Payroll Clerk</td>
<td>Financial Services Agent</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Loan Processor</td>
<td>Credit Analyst</td>
<td>Financial Planner</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Business, Management, and Information Systems

**Cluster of Study: Finance**

**Major: Academy of Finance (CHS)**

**CIP Code – 520801**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong>&lt;sup&gt;*&lt;/sup&gt; &lt;br&gt; Four units</td>
<td><strong>English 1</strong></td>
<td><strong>English 2</strong></td>
<td><strong>English 3</strong></td>
<td><strong>English 4</strong></td>
</tr>
<tr>
<td><strong>Math</strong>&lt;sup&gt;*&lt;/sup&gt; &lt;br&gt; Four units</td>
<td><strong>Algebra 1</strong></td>
<td><strong>Algebra 2 or Geometry</strong></td>
<td><strong>Probability/Statistics, Geometry or Pre-Calculus</strong></td>
<td><strong>Pre-Calculus or Calculus</strong></td>
</tr>
<tr>
<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt; &lt;br&gt; Three units</td>
<td><strong>Biology</strong></td>
<td><strong>Chemistry or Other Lab Science</strong></td>
<td><strong>Physics or Other Lab Science</strong></td>
<td><strong>Other Lab Science</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;sup&gt;*&lt;/sup&gt; &lt;br&gt; Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**

<table>
<thead>
<tr>
<th></th>
<th>Physical Education or JROTC (one unit)</th>
<th>Computer Science (one unit)</th>
<th>World Language or CATE (one unit)</th>
<th>Electives (seven units)</th>
</tr>
</thead>
</table>

### Required Courses for Major (Three credits required)

- Accounting 1
- Banking Services
- Plus one of the following:
  - Accounting 2
  - Personal Finance
  - Entrepreneurship
  - Integrated Business Applications 1
  - Business Finance

### Complementary Coursework

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information
- Delivery System Exposure
- Senior Project

### Professional Opportunities Upon Graduation

#### High School Diploma

- Bank Teller
- Bookkeeping Clerk
- Medical Billing Clerk
- Payroll Clerk

#### 2-Year Associates Degree

- Accountant
- Auditor
- Financial Agent
- Credit Manager

#### 4-Year Degree and Higher

- Certified Public Accountant
- Chief Financial Officer Educator
- Financial Planner

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td></td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td></td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td></td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td></td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Personal Health and Wellness (1/2 unit)</td>
<td>Electives (seven units)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Four credits required)</td>
<td></td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td>Culinary Management 1</td>
<td>Foods and Nutrition 1</td>
<td>Internship</td>
</tr>
<tr>
<td>Culinary Management 2</td>
<td>Foods and Nutrition 2</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td></td>
<td>Accounting 1</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td></td>
<td>Marketing 1</td>
<td>Exposure</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship</td>
<td>Senior Project</td>
</tr>
<tr>
<td></td>
<td>Personal Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cruise Ship Worker</td>
<td>Caterer</td>
<td>Chef</td>
</tr>
<tr>
<td>Front Desk Clerk</td>
<td>Food and Beverage Services</td>
<td>Dietician/Nutritionist</td>
</tr>
<tr>
<td>Hostess</td>
<td>Manager</td>
<td>Hotel Manager</td>
</tr>
<tr>
<td></td>
<td>Restaurant Manager</td>
<td>Restaurant Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English* Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Electives (seven units)</td>
</tr>
<tr>
<td>Required Courses for Major (Four credits required)</td>
<td>Complementary Coursework</td>
<td>Extended Learning Opportunity Options Related to Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Mentoring Shadowing Internship Cooperative Education Career Information Delivery System Exposure Senior Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Opportunities Upon Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School Diploma</strong></td>
<td><strong>2-Year Associates Degree</strong></td>
<td><strong>4-Year Degree and Higher</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Business, Management, and Information Systems

#### Cluster of Study: Information Technology

**Major: Computer and Information Systems Security/Information Assurance (Heyward)**

**CIP Code - 111003**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;br&gt;Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>&lt;br&gt;Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;br&gt;Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong>&lt;br&gt;</td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Electives (seven units)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Cyber Security&lt;br&gt;Advanced Cyber Security</td>
<td>Information Business Application&lt;br&gt;AP Computer Science&lt;br&gt;Foundations of Animation&lt;br&gt;Computer Programming 1&lt;br&gt;Computer Programming 2&lt;br&gt;Fundamentals of Web Design and Development&lt;br&gt;Advanced Web Design and Development&lt;br&gt;Computer Science Technology&lt;br&gt;Exploring Computer Science&lt;br&gt;Foundations of Animation&lt;br&gt;Entrepreneurship</td>
<td>Career Mentoring Shadowing&lt;br&gt;Internship&lt;br&gt;Cooperative Education&lt;br&gt;Career Information Delivery System&lt;br&gt;Exposure&lt;br&gt;Senior Project</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Support Specialist&lt;br&gt;Technical Support Specialist&lt;br&gt;Web Site Maintenance</td>
<td>Computer Programmer&lt;br&gt;Help Desk Specialist&lt;br&gt;Network Administrator&lt;br&gt;Web Designer</td>
<td>Computer Software Engineer&lt;br&gt;Operations Research Analyst&lt;br&gt;Software Application Manager&lt;br&gt;Systems Analyst</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
## School of Business, Management, and Information Systems
### Cluster of Study: Information Technology
#### Major: Web and Digital Communications (ACFHS, CHS, DHS)

**CIP Code - 110801**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td></td>
<td>Computer Science (one unit)</td>
</tr>
<tr>
<td></td>
<td>World Language or CATE (one unit)</td>
</tr>
<tr>
<td></td>
<td>Personal Health and Wellness (1/2 unit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Web Page Design and Development</td>
<td></td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td>Advanced Web Page Design and Development</td>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td></td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Image Editing 1</td>
<td></td>
<td>Exposure</td>
</tr>
<tr>
<td>Digital Desktop Publishing</td>
<td></td>
<td>Senior Project</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Support Specialist</td>
<td>Computer Programmer</td>
<td>Computer Software Engineer</td>
</tr>
<tr>
<td>Technical Support Specialist</td>
<td>Help Desk Specialist</td>
<td>Operations Research Analyst</td>
</tr>
<tr>
<td>Web Site Maintenance Specialist</td>
<td>Network Administrator</td>
<td>Software Application Manager</td>
</tr>
<tr>
<td>Web Designer</td>
<td></td>
<td>Systems Analyst</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Business, Management, and Information Systems
### Cluster of Study: Marketing, Sales, and Service
### Major: Marketing Communications

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major (Three credits required)
- Marketing Advertising
- Plus one of the following:
  - Image Editing 1
  - Integrated Business Applications 1
  - Digital Desktop Publishing
  - Web Page Design and Development 1
  - Entrepreneurship
  - Sports and Entertainment Marketing

### Complementary Coursework
- Psychology
- Sociology
- Visual Arts courses
- Speech courses

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Representative</td>
<td>Advertising Manager</td>
<td>Public Relations Manager</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>Retail Buyer</td>
<td>Pharmaceutical Sales Representative</td>
</tr>
<tr>
<td>Visual Display Artist</td>
<td>Sales Promotion Manager</td>
<td>Market Research Analyst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sports Agent</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.*
### Sample Core Choices

<table>
<thead>
<tr>
<th>Semester</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)
- Electives (seven units)

### Required Courses for Major (Three credits required)

- Marketing
- Marketing Management
- Plus two or more of the following:
  - Accounting 1 & 2
  - Advertising
  - Business Law
  - Entrepreneurship
  - Integrated Business Applications 1
  - Marketing

### Complementary Coursework

- Psychology
- Sociology
- Visual Arts courses
- Speech courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

---

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Teller</td>
<td>Assistant Store Manager</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Customer Service Supervisor</td>
<td>Educator Entrepreneur</td>
</tr>
<tr>
<td>Representative</td>
<td>General Manager</td>
<td>Marketing</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>Office Manager</td>
<td>Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Business, Management, and Information Systems

#### Cluster of Study: Marketing, Sales, and Service

**Major: Merchandising**

CIP Code - 521802

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses for Major</strong></td>
<td>(Four credits required)</td>
</tr>
<tr>
<td></td>
<td>Marketing Merchandising</td>
</tr>
<tr>
<td></td>
<td>Plus one of the following:</td>
</tr>
<tr>
<td></td>
<td>Advertising</td>
</tr>
<tr>
<td></td>
<td>Integrated Business</td>
</tr>
<tr>
<td></td>
<td>Applications 1</td>
</tr>
<tr>
<td></td>
<td>Image Editing 1</td>
</tr>
<tr>
<td></td>
<td>Digital Desktop Publishing</td>
</tr>
</tbody>
</table>

#### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Representative</td>
<td>Department Manager</td>
<td>Merchandising Manager</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>Operations Manager</td>
<td>Retail Marketing Coordinator</td>
</tr>
<tr>
<td>Visual/Creative Display Artist</td>
<td>Sales Manager</td>
<td>Store Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Engineering, Manufacturing, and Industrial Technologies
### Cluster of Study: Agriculture, Food, and Natural Resources
#### Major: Plant and Animal Systems (KHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>English*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td>English 2</td>
</tr>
<tr>
<td></td>
<td>English 3</td>
</tr>
<tr>
<td>Math*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td>Algebra 2 or Geometry</td>
</tr>
<tr>
<td></td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
</tr>
<tr>
<td>Science*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td>Chemistry or Other Lab Science</td>
</tr>
<tr>
<td></td>
<td>Physics or Other Lab Science</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td>U.S. History</td>
</tr>
<tr>
<td></td>
<td>Economics/Government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Science and Technology</td>
<td>Agriculture and Biosystems Science Entrepreneurship</td>
<td>Career Mentoring Shadowing Internship</td>
</tr>
<tr>
<td>Agriculture Mechanics and Technology</td>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Agriculture Science for the Workplace 1</td>
<td></td>
<td>Career Information Delivery System Exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Assistant</td>
<td>Food Scientist</td>
<td>Education and Extension</td>
</tr>
<tr>
<td>Agricultural Sales Representative</td>
<td>Aquaculist</td>
<td>Education Specialist</td>
</tr>
<tr>
<td></td>
<td>Commodity Marketing Specialist</td>
<td>Agricultural Education</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1 English 2</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1 Algebra 2 or Geometry</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology Chemistry or Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies U.S. History</td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit) Computer Science (one unit) World Language or CATE (one unit) Personal Health and Wellness (1/2 unit) Electives (seven units)</td>
</tr>
</tbody>
</table>

**Required Courses for Major** (Four credits required)
- Agricultural Science and Technology
- Agriculture Mechanics and Technology 1 & 2

**Complementary Coursework**
- Accounting courses
- Visual Arts courses
- Entrepreneurship
- Agricultural and Biosystems Science

**Extended Learning Opportunity Options Related to Major**
- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment Technician</td>
<td>Heavy Equipment Maintenance Technician</td>
<td>Agricultural Engineers</td>
</tr>
<tr>
<td>Machine Operators</td>
<td>Machinists</td>
<td>GPS Technicians</td>
</tr>
<tr>
<td>Welders</td>
<td></td>
<td>Soil Conservationists</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Engineering, Manufacturing, and Industrial Technologies

### Cluster of Study: Agriculture, Food, and Natural Resources

### Major: Horticulture (KHS)

### Required Core for Graduation

<table>
<thead>
<tr>
<th>Course</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;sup&gt;*&lt;/sup&gt;&lt;br&gt;Four units</td>
<td>9 English 1&lt;br&gt;10 English 2&lt;br&gt;11 English 3&lt;br&gt;12 English 4</td>
</tr>
<tr>
<td><strong>Math</strong>&lt;sup&gt;*&lt;/sup&gt;&lt;br&gt;Four units</td>
<td>9 Algebra 1&lt;br&gt;10 Algebra 2 or Geometry&lt;br&gt;11 Probability/Statistics, Geometry or Pre-Calculus&lt;br&gt;12 Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt;&lt;br&gt;Three units</td>
<td>9 Biology&lt;br&gt;10 Chemistry or Other Lab Science&lt;br&gt;11 Physics or Other Lab Science&lt;br&gt;12 Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;sup&gt;*&lt;/sup&gt;&lt;br&gt;Three units</td>
<td>9 One unit of Social Studies&lt;br&gt;10 U.S. History&lt;br&gt;11 Economics/Government</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

| Physical Education or JROTC (one unit) | Computer Science (one unit) | World Language or CATE (one unit) | Personal Health and Wellness (1/2 unit) | Electives (seven units) |

### Required Courses for Major

(For four credits required)

<table>
<thead>
<tr>
<th>Agricultural Science and Technology</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>And any two from below:</td>
<td></td>
<td>Career Mentoring Shadowing Internship</td>
</tr>
<tr>
<td>Introduction to Horticulture</td>
<td>Environmental and Natural Resources</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Turf and Lawn Management</td>
<td>Animal Science</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Floriculture</td>
<td>Forestry</td>
<td>Exposure</td>
</tr>
<tr>
<td>Landscape Technology</td>
<td>Outdoor Recreation</td>
<td>Senior Project</td>
</tr>
<tr>
<td></td>
<td>Wildlife Management</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Installer</td>
<td>Golf Course Manager</td>
<td>Agriculture Engineer</td>
</tr>
<tr>
<td>Garden Center Assistant</td>
<td>Fish &amp; Game Warden</td>
<td>Nursery Owner</td>
</tr>
<tr>
<td></td>
<td>Sales Engineer</td>
<td>Agricultural Scientist</td>
</tr>
<tr>
<td></td>
<td>Landscape Architect</td>
<td>Forester &amp; Conservation Scientist</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Engineering, Manufacturing, and Industrial Technologies
### Cluster of Study: Agriculture, Food, and Natural Resources
#### Major: Animal Science (KHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong> Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong> Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong> Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

| Electives (seven units) |

### Required Courses for Major (Four credits required)
- Agricultural Science and Technology
- Agricultural and Biosystems Science
- Animal Science for the Workplace

### Complementary Coursework
- Introduction to Veterinary Science
- Agriculture Mechanics and Technology 1 & 2

### Extended Learning Opportunity Options Related to Major
- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Assistant</td>
<td>Food Scientist</td>
<td>Education and Extension</td>
</tr>
<tr>
<td>Agricultural Sales Representative</td>
<td>Aquaculist</td>
<td>Education Specialist</td>
</tr>
<tr>
<td></td>
<td>Commodity Marketing Specialist</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Scientist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forester &amp; Conservation Scientist</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Engineering, Manufacturing, and Industrial Technologies
### Cluster of Study: Arts, A/V Technology, and Communications
#### Major: Architectural Design (Heyward)

### CIP Code: 617000

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 units</td>
<td>English 1</td>
</tr>
<tr>
<td>10 units</td>
<td>English 2</td>
</tr>
<tr>
<td>11 units</td>
<td>English 3</td>
</tr>
<tr>
<td>12 units</td>
<td>English 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math* Four units</th>
<th>Algebra 1</th>
<th>Algebra 2 or Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science* Three units</th>
<th>Biology</th>
<th>Chemistry or Other Lab Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Physics or Other Lab Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Lab Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies* Three units</th>
<th>One unit of Social Studies</th>
<th>U.S. History</th>
<th>Economics/Government</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Physical Education or JROTC (one unit)</th>
<th>Computer Science (one unit)</th>
<th>World Language or CATE (one unit)</th>
<th>Personal Health and Wellness (1/2 unit)</th>
<th>Electives (seven units)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Design 1 Architectural Design 2</td>
<td>Building Construction courses Calculus Physics Visual Arts courses Mechanical Design 1 Architectural Design 3 Honors Physics Honors AP Physics 3-D Design</td>
<td>Career Mentoring Shadowing Internship Cooperative Education Career Information Delivery System Exposure Senior Project</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting Assistant</td>
<td>CAD Technician</td>
<td>Architect</td>
</tr>
<tr>
<td>Technical Illustrator</td>
<td>Architectural/Civil Engineering Technician</td>
<td>Construction Engineer/Civil Environmental Engineer</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Engineer</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>Construction Technician</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Engineering, Manufacturing, and Industrial Technologies

### Cluster of Study: Architecture and Construction

### Major: Construction (Heyward)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Electives (seven units)</td>
</tr>
</tbody>
</table>

### Required Courses for Major

- (Four credits required)
- Building Construction Cluster 1
- Building Construction Cluster 2

### Complementary Coursework

- Construction Technology 3
- Geometry
- Mechanical and Architectural Design courses
- Visual Arts courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter</td>
<td>Architectural Engineer</td>
<td>Architect</td>
</tr>
<tr>
<td>Construction Technician</td>
<td>Civil Engineer</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td>Drafting Assistant</td>
<td>Civil Engineer Technician</td>
<td>Mechanical Engineer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Engineering, Manufacturing, and Industrial Technologies

**Cluster of Study:** Arts, A/V Technology, and Communications

**Major:** Telecommunications (Heyward)

**CIP Code** - 100299

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### English*
- Four units
  - English 1
  - English 2
  - English 3
  - English 4

#### Math*
- Four units
  - Algebra 1
  - Algebra 2 or Geometry
  - Probability/Statistics, Geometry or Pre-Calculus
  - Pre-Calculus or Calculus

#### Science*
- Three units
  - Biology
  - Chemistry or Other Lab Science
  - Physics or Other Lab Science
  - Other Lab Science

#### Social Studies*
- Three units
  - One unit of Social Studies
  - U.S. History
  - Economics/Government

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Technology 1 &amp; 2</td>
<td>Journalism</td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td></td>
<td>Photography 1 &amp; 2</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>Speech 1 &amp; 2</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td></td>
<td>Theatre Courses</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td></td>
<td>Video Production</td>
<td>Exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Systems</td>
<td>Audio Systems</td>
<td>Audio Video Designer</td>
</tr>
<tr>
<td>Camera Operator</td>
<td>Broadcast Journalist</td>
<td>Audio Video Engineer</td>
</tr>
<tr>
<td>News reporter</td>
<td>Video Systems Technician</td>
<td>Special effects Technician</td>
</tr>
<tr>
<td>Technician Assistant</td>
<td></td>
<td>TV Broadcaster</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Engineering, Manufacturing, and Industrial Technologies
**Cluster of Study: Manufacturing**  
**Major: Production (Heyward)**  
**CIP Code - 480508**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
</table>
| Welding Technology 1  
Welding Technology 2 | Manufacturing courses  
Welding 3 (2 units) | Career Mentoring Shadowing  
Internship  
Cooperative Education  
Career Information Delivery System  
Exposure  
Senior Project |

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
</table>
| Entry Level Welder  
Machine Operator  
Millwright Helper | CNC Operator  
Machinist  
Manufacturing Machinery Technician | Design Engineer  
Manufacturing Engineer  
Metallurgist  
Quality Control Engineer |

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
**School of Engineering, Manufacturing, and Industrial Technologies**  
**Cluster of Study: Science, Technology, Engineering, and Mathematics**  
**Major: Clean Energy (KHS)**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English* Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math* Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science* Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2 or Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td></td>
<td></td>
<td></td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry or Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics or Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One unit of Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics/Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>6380 Clean Energy 6381 Clean Energy Applications</td>
<td>Mathematics courses  Science courses  Physical Science courses  Engineering Design and Development  Aerospace Engineer  Digital Electronics  Computer Science Essentials  Civil Engineering and Architecture</td>
<td>Career Mentoring  Shadowing  Internship  Cooperative Education  Career Information Delivery  System Exposure  Senior Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

<table>
<thead>
<tr>
<th>Physical Education or JROTC (one unit)</th>
<th>Computer Science (one unit)</th>
<th>World Language or CATE (one unit)</th>
<th>Personal Health and Wellness (1/2 unit)</th>
<th>Electives (seven units)</th>
</tr>
</thead>
</table>

### Required Courses for Major

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Engineering Design</td>
<td>Mathematics courses</td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td>Computer Science</td>
<td>Internship</td>
</tr>
<tr>
<td>Computer Science Engineering</td>
<td>Computer Programming 1 and 2 OR Web Page Design and Development 1 and 2</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Engineering Design and Development</td>
<td>PLUS one from below: Calculus AP Calculus AP Computer Science</td>
<td>Career Information Delivery System</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Engineering Development</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Software Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Systems Analyst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Network Systems Analyst</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
School of Engineering, Manufacturing, and Industrial Technologies  
Cluster of Study: Science, Technology, Engineering, and Mathematics  
Major: Engineering (CHS, DHS, KHS, LRHS)  
CIP Code: 140101

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Physical Education or JROTC (one unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Science (one unit)</td>
</tr>
<tr>
<td></td>
<td>World Language or CATE (one unit)</td>
</tr>
<tr>
<td></td>
<td>Personal Health and Wellness (1/2 unit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Engineering, Principles of Engineering, Engineering Design and Development and one of the following courses: Civil Engineer Digital Electronics Aerospace Engineer</td>
<td>3D Design Calculator AP Calculus Physics AP Physics Engineering Technology Honors Electronics for Engineers Honors</td>
<td>Career Mentoring Shadowing Internship Cooperative Education Career Information Delivery System Exposure Senior Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
**School of Engineering, Manufacturing, and Industrial Technologies**  
**Cluster of Study: Science, Technology, Engineering, and Mathematics**  
**Major: Mathematics**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

| **11**                        | **12**              |
| English                      | English 2          |
| Math* Four units             | Algebra 2 or Geometry |
| Science* Three units         | Chemistry or Other Lab Science |
| Social Studies* Three units  | U.S. History       |

**Additional Graduation Requirements**  
- Physical Education or JROTC (one unit)  
- Computer Science (one unit)  
- World Language or CATE (one unit)  
- Personal Health and Wellness (1/2 unit)  
- Electives (seven units)

**Required Courses for Major**  
(Four credits required)

- Pre-Calculus
- AP Statistics
- Calculus or AP Calculus
- Probability and Statistics
- Accounting 2
- Algebra 3
- Physics

**Complementary Coursework**

- Chemistry
- Introduction to Engineering Technology

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Clerk Bookkeeper</td>
<td>Accountant</td>
<td>Educator</td>
</tr>
<tr>
<td></td>
<td>Logistics/Scheduler</td>
<td>Financial Planner</td>
</tr>
<tr>
<td></td>
<td>Tax Preparer</td>
<td>Software/Hardware Designer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stock Broker</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## School of Engineering, Manufacturing, and Industrial Technologies
### Cluster of Study: Science, Technology, Engineering, and Mathematics
### Major: Science

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;br&gt;Four units</td>
<td>English 1&lt;br&gt;English 2</td>
<td>English 3&lt;br&gt;English 4</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>&lt;br&gt;Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;br&gt;Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)
- Electives (seven units)

### Required Courses for Major (Four credits required)
- Anatomy and Physiology
- Biology 2
- AP Biology IB
- Biology HL
- Environmental and Marine Science AP
- Environmental Science
- Forensic Science
- Marine Science
- Physics 1 Honors
- AP Physics IB
- Physics HL
- Chemistry 1 Honors
- Chemistry AP
- IB Chemistry HL

### Complementary Coursework
- Earth Science
- World Languages
- Calculus

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Assistant&lt;br&gt;Landscaaper&lt;br&gt;Production Worker&lt;br&gt;Zoo Attendant</td>
<td>Forestry Technician&lt;br&gt;Lab Technician&lt;br&gt;Veterinarian Assistant</td>
<td>Chemist&lt;br&gt;Educator&lt;br&gt;Physicist</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### School of Engineering, Manufacturing, and Industrial Technologies

**Cluster of Study:** Transportation, Distribution, and Logistics

**Major:** Facility and Mobile Equipment Maintenance (Heyward)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1, English 2</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1, Algebra 2 or Geometry</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology, Chemistry or Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

**Electives (seven units)**

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology 1 and 2</td>
<td>Accounting</td>
<td>Career Mentoring Shadowing</td>
</tr>
<tr>
<td>Or</td>
<td>Automotive Technology 3</td>
<td>Internship</td>
</tr>
<tr>
<td>Diesel Engine Technology 1 and 2</td>
<td>Diesel Engine Technology 3</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Or</td>
<td>Marketing</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Exposure</td>
</tr>
<tr>
<td></td>
<td>Welding</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Driver</td>
<td>Automotive Technician</td>
<td>Automotive Design Engineer</td>
</tr>
<tr>
<td>Maintenance Technician</td>
<td>Mechanic</td>
<td>Automotive Business</td>
</tr>
<tr>
<td>Mechanic Helper</td>
<td>Service Technician</td>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
**School of Engineering, Manufacturing, and Industrial Technologies**  
Cluster of Study: Transportation, Distribution, and Logistics  
**Major:** Commercial Driver’s License (ECHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td>Math*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td>Science*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td>Social Studies*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td>Additional Graduation</td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Language or CATE (one unit)</td>
</tr>
</tbody>
</table>

| Required Courses for Major   | Complementary Coursework                                | Extended Learning Opportunity Options Related to Major |
|                              | Environmental and Marine Science | Accounting courses | Visual Arts courses | Career Mentoring | Shadowing | Internship | Cooperative Education | Senior Project |
|                              | CDL Level 1 | CDL Level 2 | CDL Level 3 | Environmental and Marine Science | Accounting courses | Visual Arts courses | Career Mentoring | Shadowing | Internship | Cooperative Education | Senior Project |

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Truck Driver</td>
<td>Operations Manager</td>
<td>Maintenance Supervisor</td>
</tr>
<tr>
<td>Mobile Equipment Operator</td>
<td>Fleet Manager</td>
<td>Operations Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
# School of Health Science and Human Services
## Cluster of Study: Family and Consumer Sciences
### Major: Early Childhood Education (ECHS, LRHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
<td>English 2</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education 1</td>
<td>Art 1 &amp; 2</td>
<td>Career Mentoring Shadowing Internship</td>
</tr>
<tr>
<td>Early Childhood Education 2</td>
<td>Psychology 101</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Plus two or more of the following:</td>
<td>Sociology</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Child Development 1 &amp; 2</td>
<td>World Language</td>
<td>Exposure</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education</td>
<td>Psychology</td>
<td>Senior Project</td>
</tr>
<tr>
<td>Family Life Education 1 &amp; 2</td>
<td>English AP or 101</td>
<td></td>
</tr>
<tr>
<td>Parenting Education 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Fitness 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culinary Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment: Teacher Cadet (CATE only completers)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>2-Year Associates Degree</td>
</tr>
<tr>
<td>Child Care Provider Preschool Aide</td>
<td>Child Care Owner</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td></td>
<td>Therapy Assistant</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
# School of Health Science and Human Services

**Cluster of Study:** Family and Consumer Sciences  
**Major:** Family and Consumer Services (CAJHS, ECHS, KHS, LRHS)  
**CIP Code:** 190101

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Physical Education or JROTC (one unit)</th>
<th>Computer Science (one unit)</th>
<th>World Language or CATE (one unit)</th>
<th>Personal Health and Wellness (1/2 unit)</th>
<th>Electives (seven units)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development 1 &amp; 2 OR Family &amp; Consumer Sciences 1 &amp; 2 OR Foods and Nutrition 1 &amp; 2 OR Fashion, Fabric &amp; Design 1 &amp; 2 PLUS one of the following: Child Development 1 Culinary Arts Management 1 Financial Fitness 1 Early Childhood Education 1 Food Science 1 Personal Finance Introduction to Culinary Arts Management Family Consumer Sciences Work-Based Credit</td>
<td>Art 1 &amp; 2 Psychology 101 Sociology Human Services Work Based Learning Internship 1 &amp; 2 Sports Nutrition 1 &amp; 2 Food Science 1</td>
<td>Career Mentoring Shadowing Internship Cooperative Education Career Information Delivery System Exposure Senior Project</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Associate Demonstrator Laundry &amp; Dry Cleaning Worker</td>
<td>Fashion Designer Asst. Marketing Manager Asst. Purchasing Manager Asst.</td>
<td>Fashion Designer Marketing Manager Purchasing Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
# School of Health Science and Human Services
## Cluster of Study: Family and Consumer Sciences
### Major: Food, Nutrition, and Wellness (CAJHS, KHS, LRHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)
- Electives (seven units)

<table>
<thead>
<tr>
<th>Required Courses for Major (Three credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family &amp; Consumer Sciences 1 &amp; 2 OR Financial Fitness 1 &amp; 2 OR Foods and Nutrition 1 &amp; 2 PLUS one of the following: Child Development 1 Culinary Arts Management 1 Introduction to Early Childhood Food Science</td>
<td>Business Law Marketing Entrepreneurship Human Services Work Based Learning Internship 1 &amp; 2</td>
<td>Career Mentoring Shadowing Internship Cooperative Education Career Information Delivery System Exposure Senior Project</td>
</tr>
</tbody>
</table>

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Worker</td>
<td>Occupational Therapist Asst. Personal Trainer Physical Therapist Asst.</td>
<td>Dietetic Technician Dietician Nutritionist Family &amp; Consumer Sciences Teacher</td>
</tr>
<tr>
<td>Health Club Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
### School of Health Science and Human Services

**Cluster of Study: Health Science**

**Major: Project Lead the Way Biomedical Sciences (CHS, CAJHS)**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;br&gt;Four units</td>
<td>English 1 &lt;br&gt;English 2 &lt;br&gt;English 3 &lt;br&gt;English 4</td>
</tr>
<tr>
<td><strong>Math</strong>&lt;br&gt;Four units</td>
<td>Algebra 1 &lt;br&gt;Algebra 2 or Geometry &lt;br&gt;Probability/Statistics, Geometry or Pre-Calculus &lt;br&gt;Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;Three units</td>
<td>Biology &lt;br&gt;Chemistry or Other Lab Science &lt;br&gt;Physics or Other Lab Science &lt;br&gt;Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;br&gt;Three units</td>
<td>One unit of Social Studies &lt;br&gt;U.S. History &lt;br&gt;Economics/Government</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

| Physical Education or JROTC (one unit) | Computer Science (one unit) | World Language or CATE (one unit) | Personal Health and Wellness (1/2 unit) | Electives (seven units) |

### Required Courses for Major

(Three credits required)

- PLTW Human Body Systems Principles of
- PLTW Biomedical Sciences
- PLUS one of the following:
  - PLTW Biomedical Innovation Health Science 1
  - Health Science 2
  - Health Science 3
  - Medical Interventions
  - Medical Terminology
  - Pharmacology for Medical Careers
  - Sports Medicine 1
  - Sports Medicine 2

### Complementary Coursework

- Chemistry II
- Genetics
- Anatomy and Physiology Biology 2
- Probability and Statistics Health Science
- Work Based Learning Internship 1 & 2

### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Genetics Lab Technician&lt;br&gt;Lab Assistant&lt;br&gt;Quality Assurance Technician</td>
<td>Biochemist&lt;br&gt;Bioinformatics Scientist&lt;br&gt;Biomedical Chemist&lt;br&gt;Biostatistician</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
School of Health Science and Human Services  
Cluster of Study: Health Science  
Major: Health Science (CAJHS, LRHS, Heyward)  
CIP Code - 510000

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong> Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong> Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong> Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

| Additional Graduation Requirements | Physical Education or JROTC (one unit) | Computer Science (one unit) | World Language or CATE (one unit) | Electives (seven units) |

<table>
<thead>
<tr>
<th>Required Courses for Major (Three/Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three credits: Health Science 1 &amp; 2</td>
<td>Biomedical Innovations</td>
<td>Career Mentoring Shadowing Internship</td>
</tr>
<tr>
<td>PLUS one of the following:</td>
<td>Health Science Clinical Study</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Health Science 3</td>
<td>Human Body Systems</td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>Health Science Clinical Study</td>
<td>Medical Terminology</td>
<td>Exposure</td>
</tr>
<tr>
<td>Human Body Systems</td>
<td>Medical Interventions</td>
<td>Senior Project</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacology for Medical Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Biomedical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science, work-based credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine, work-based credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four credits: Health Science 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science Clinical Study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Worker</td>
<td>Biomedical Technician</td>
<td>Biomedical Engineer</td>
</tr>
<tr>
<td>Certified Nurse Assistant</td>
<td>Clinical Technician</td>
<td>Clinical Engineer</td>
</tr>
<tr>
<td>Transport Technician</td>
<td>Hospital Maintenance Engineer</td>
<td>Facilities Manager</td>
</tr>
</tbody>
</table>
## Required Core for Graduation

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td>10</td>
</tr>
<tr>
<td>English*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td>Math*</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td>Science*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td>Social Studies*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

## Required Courses for Major (Three credits required)

- Sports Medicine 1 & 2
- PLUS one of the following:
  - Health Science 1
  - Health Science 2
  - Health Science 3
  - Human Body Systems
  - Medical Terminology
  - Pharmacology for Medical Careers
  - Sports Medicine 3
  - Sports Medicine Work-based credit

## Complementary Coursework

- Anatomy and Physiology
- Biology 2
- AP Biology
- Biomedical Innovations
- Human Body Systems
- Medical Interventions

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Trainer</td>
<td>Physical Therapy Assistant</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>Pharmacy Technician</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Pharmacy Aide</td>
<td>Occupational Therapy Assistant</td>
<td>Orthopedic Surgeon</td>
</tr>
<tr>
<td>Occupational Therapy Aide</td>
<td>Surgical Technician</td>
<td>Chiropractor</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
### Sample Core Choices

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

**Electives (seven units)**

**Required Courses for Major (Three credits required)**

- Human Body Systems Principles of Biomedical Sciences
- Plus one of the following:
  - Biomedical Innovation
  - Health Science 1
  - Health Science 2
  - Health Science 3
  - Medical Interventions
  - Medical Terminology
  - Pharmacology for Medical Careers
  - Sports Medicine 1
  - Sports Medicine 2

**Complementary Coursework**

- Chemistry II
- Genetics
- Anatomy and Physiology Biology 2
- Probability and Statistics Health Science
- Work Based Learning Internship 1 & 2

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Genetics Lab Technician</td>
<td>Biochemist</td>
</tr>
<tr>
<td></td>
<td>Lab Assistant</td>
<td>Bioinformatics Scientist</td>
</tr>
<tr>
<td></td>
<td>Quality Assurance Technician</td>
<td>Biomedical Chemist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biostatistician</td>
</tr>
</tbody>
</table>
## Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

### English*
Four units

- English 1
- English 2
- English 3
- English 4

### Math*
Four units

- Algebra 1
- Algebra 2 or Geometry
- Probability/Statistics, Geometry or Pre-Calculus
- Pre-Calculus or Calculus

### Science*
Three units

- Biology
- Chemistry or Other Lab Science
- Physics or Other Lab Science
- Other Lab Science

### Social Studies*
Three units

- One unit of Social Studies
- U.S. History
- Economics/Government

### Additional Graduation Requirements

<table>
<thead>
<tr>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
</tr>
</tbody>
</table>

### Required Courses for Major
(Three credits required)

- Health Science 1 & 2
- PLUS one of the following:
  - Health Science 3
  - Health Science Clinical Study
  - Human Body Systems
  - Medical Terminology
  - Pharmacology for Medical Career
  - Principles of Biomedical Sciences
  - Sports Medicine 1
  - Sports Medicine
  - Health Science, work-based credit
  - Sports Medicine, work-based credit

### Complementary Coursework

- Biomedical Innovations
- Health Science Clinical Study
- Human Body Systems
- Medical Interventions

### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Worker</td>
<td>Biomedical Technician</td>
<td>Biomedical Engineer</td>
</tr>
<tr>
<td>Certified Nurse Assistant</td>
<td>Clinical Technician</td>
<td>Clinical Engineer</td>
</tr>
<tr>
<td>Transport Technician</td>
<td>Hospital Maintenance Engineer</td>
<td>Facilities Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Electives (seven units)</td>
</tr>
</tbody>
</table>

## Required Courses for Major (Four credits required)

- Health Science 1 & 2
- Health Science 3
- Health Science Clinical Study

## Complementary Coursework

- Anatomy and Physiology
- Biology 2
- AP Biology
- Biomedical Innovations
- Human Body Systems
- Medical Interventions
- Medical Terminology
- Pharmacology for Medical Career
- Principles of Biomedical Sciences
- Sports Medicine 1
- Sports Medicine
- Health Science, work-based credit
- Sports Medicine, work-based credit

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Worker</td>
<td>Biomedical Technician</td>
<td>Biomedical Engineer</td>
</tr>
<tr>
<td>Certified Nurse Assistant</td>
<td>Clinical Technician</td>
<td>Clinical Engineer</td>
</tr>
<tr>
<td>Transport Technician</td>
<td>Hospital Maintenance Engineer</td>
<td>Facilities Manager</td>
</tr>
</tbody>
</table>
# School of Health Science and Human Services

## Cluster of Study: Health Science

### Major: Diagnostic Services -- Sports Medicine (CAJHS, Heyward)

#### Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Four units</td>
<td>Four units</td>
<td>Four units</td>
<td>Four units</td>
<td>Four units</td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Four units</td>
<td>Four units</td>
<td>Four units</td>
<td>Four units</td>
<td>Four units</td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Three units</td>
<td>Three units</td>
<td>Three units</td>
<td>Three units</td>
<td>Three units</td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td>Three units</td>
<td>Three units</td>
<td>Three units</td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

#### Required Courses for Major

<table>
<thead>
<tr>
<th>(Three credits required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Medicine 1 &amp; 2</td>
</tr>
<tr>
<td>PLUS one of the following:</td>
</tr>
<tr>
<td>Health Science 1</td>
</tr>
<tr>
<td>Health Science 2</td>
</tr>
<tr>
<td>Health Science 3</td>
</tr>
<tr>
<td>Human Body Systems</td>
</tr>
<tr>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Pharmacology for Medical Careers</td>
</tr>
<tr>
<td>Sports Medicine 3</td>
</tr>
<tr>
<td>Sports Medicine Work-based credit</td>
</tr>
</tbody>
</table>

#### Complementary Coursework

- Anatomy and Physiology
- Biology 2
- AP Biology
- Biomedical Innovations
- Human Body Systems
- Medical Interventions

#### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

#### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Trainer</td>
<td>Physical Therapy Assistant</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>Pharmacy Technician</td>
<td></td>
</tr>
<tr>
<td>Pharmacy Aide</td>
<td>Occupational Therapy Assistant</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Aide</td>
<td>Surgical Technician</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>Athletic Trainer</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Surgeon</td>
<td>Physical Therapist</td>
<td></td>
</tr>
<tr>
<td>Chiropractor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
## School of Health Science and Human Services
### Cluster of Study: Family and Consumer Sciences
### Major: Consumer Services (ECHS, LRHS)

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
</tbody>
</table>

### Social Studies* Three units
- One unit of Social Studies
- U.S. History
- Economics/Government

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

<table>
<thead>
<tr>
<th>Electives (seven units)</th>
</tr>
</thead>
</table>

### Required Courses for Major (Four credits required)

- Child Development 1 & 2
- OR
- Family & Consumer Sciences 1 & 2
- OR
- Parenting Education 1 & 2

- PLUS one of the following:
  - Culinary Arts Management 1
  - Early Childhood Education 1
  - Introduction to Early Childhood
  - Personal Finance

### Complementary Coursework
- Art 1 & 2
- Psychology 101
- Sociology
- Financial Fitness 1 & 2

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery
- System Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Geriatric Short Order Cook Social &amp; Human Service</td>
<td>Assistant Director Childcare Community Food Service Worker Facility Community Housing Service Worker</td>
<td>Counselor Psychologist Social Worker Vocational Rehabilitation Counselor</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
# School of Health Science and Human Services

**Cluster of Study: Human Services**

**Major: Personal Care Services (LRHS, Heyward)**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Graduation Requirements</th>
<th>Electives (seven units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
</tr>
<tr>
<td>Computer Science (one unit)</td>
<td></td>
</tr>
<tr>
<td>World Language or CATE (one unit)</td>
<td></td>
</tr>
<tr>
<td>Personal Health and Wellness (1/2 unit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Eight credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
</table>
| Cosmetology 1 and 2  
Cosmetology 3 and 4  
Or  
Barber/Master Hair Care 1 and 2  
Barber/Master Hair Care 3 and 4 | Visual Arts  
Psychology  
Sociology  
Marketing  
Chemistry  
Anatomy and Physiology  
Entrepreneurship | Career Mentoring  
Shadowing  
Internship  
Cooperative Education  
Career Information Delivery System  
Exposure  
Senior Project |

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Diploma</strong></td>
</tr>
</tbody>
</table>
| Cosmetologist  
Nail Technician  
State board certification required | Not applicable | Educator  
State board certification required |

*Course selection will depend on satisfying prerequisites.*
## School of Health Science and Human Services

### Cluster of Study: Human Services

**Major:** Barbering/Master Hair Care (Heyward)

### CIP Code - 120402

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*&lt;br&gt;Four units</td>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*&lt;br&gt;Four units</td>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra 2 or Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus or Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*&lt;br&gt;Three units</td>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry or Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics or Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*&lt;br&gt;Three units</td>
<td>One unit of Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics/Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)
- Electives (seven units)

### Required Courses for Major
(Right credits required)

- Barber/Master Hair Care 1 and 2
- Barber/Master Hair Care 3 and 4
- Visual Arts
- Psychology
- Sociology
- Marketing
- Chemistry
- Anatomy and Physiology
- Entrepreneurship
- Human Service Work-Based Credit
- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetologist</td>
<td>Not applicable</td>
<td>Educator</td>
</tr>
<tr>
<td>Nail Technician</td>
<td></td>
<td>State board certification required</td>
</tr>
<tr>
<td>State board certification required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
## Required Core for Graduation

<table>
<thead>
<tr>
<th>Core Subject</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1, English 2, English 3, English 4</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 1, Algebra 2 or Geometry, Probability/Statistics, Geometry or Pre-Calculus, Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology, Chemistry or Other Lab Science, Physics or Other Lab Science, Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>One unit of Social Studies, U.S. History, Economics/Government</td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Personal Health and Wellness (1/2 unit)

### Electives (seven units)

## Required Courses for Major
(Eight credits required)
- Cosmetology 1 and 2
- Cosmetology 3 and 4

## Complementary Coursework
- Visual Arts
- Psychology
- Sociology
- Marketing
- Chemistry
- Anatomy and Physiology
- Entrepreneurship
- Human Service Work-Based Credit

## Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing Internship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Project

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetologist</td>
<td>Not applicable</td>
<td>Educator</td>
</tr>
<tr>
<td>Nail Technician</td>
<td></td>
<td>State board certification required</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
# School of Health Science and Human Services
**Cluster of Study:** Law, Public Safety, Corrections, and Security  
**Major:** Fire Management (LRHS)  
**CIP Code:** 430203

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Four units</td>
<td>English 1</td>
</tr>
<tr>
<td></td>
<td>English 2</td>
</tr>
<tr>
<td></td>
<td>English 3</td>
</tr>
<tr>
<td></td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirement</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
</tbody>
</table>

## Required Courses for Major (Four credits required)
- Firefighter 1 & 2

## Complementary Coursework
- Introduction to Health Science
- Geometry
- Introduction to Law, Public Safety, Corrections, and Security

## Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Firefighter</td>
<td>Advanced Fighter</td>
<td>Fire and Emergency Management</td>
</tr>
<tr>
<td>Basic EMT Firefighter</td>
<td>Emergency Planning Manager</td>
<td>Emergency Management</td>
</tr>
<tr>
<td></td>
<td>EMT</td>
<td>Fire Battalion Chief</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
### Required Core for Graduation

<table>
<thead>
<tr>
<th>Year</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 1</td>
</tr>
<tr>
<td>10</td>
<td>English 2</td>
</tr>
<tr>
<td>11</td>
<td>English 3</td>
</tr>
<tr>
<td>12</td>
<td>English 4</td>
</tr>
</tbody>
</table>

#### English*
Four units

#### Math*
Four units

#### Science*
Three units

#### Social Studies*
Three units

#### Additional Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education or JROTC</td>
<td>(one unit)</td>
</tr>
<tr>
<td>Computer Science</td>
<td>(one unit)</td>
</tr>
<tr>
<td>World Language or CATE</td>
<td>(one unit)</td>
</tr>
<tr>
<td>Personal Health and Wellness</td>
<td>(1/2 unit)</td>
</tr>
</tbody>
</table>

#### Electives (seven units)

### Required Courses for Major
(Four credits required)

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
</tr>
<tr>
<td>Introduction to Criminal Justice 101</td>
</tr>
<tr>
<td>Current Issues</td>
</tr>
<tr>
<td>Law Related Education</td>
</tr>
<tr>
<td>Psychology or Psychology 101 or AP Psychology</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Speech and Debate 1</td>
</tr>
</tbody>
</table>

### Complementary Coursework

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Government</td>
</tr>
<tr>
<td>AP Macroeconomics</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Discrete Math</td>
</tr>
<tr>
<td>Desktop Publishing</td>
</tr>
<tr>
<td>IB Language B SL or HL 1, 2</td>
</tr>
<tr>
<td>Performing Arts</td>
</tr>
<tr>
<td>Personal Finance</td>
</tr>
<tr>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>Web Page Design &amp; Dev. 1, 2</td>
</tr>
<tr>
<td>World History</td>
</tr>
<tr>
<td>World Language</td>
</tr>
</tbody>
</table>

### Extended Learning Opportunity Options Related to Major

- Career Mentoring Shadowing
- Internship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Project

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>Information Officer</td>
<td>Corporate Attorney</td>
</tr>
<tr>
<td></td>
<td>Law Clerk</td>
<td>Law Attorney</td>
</tr>
<tr>
<td></td>
<td>Paralegal</td>
<td>Law Professor</td>
</tr>
<tr>
<td>Court Records Clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Secretary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)
**School of Health Science and Human Services**  
**Cluster of Study: Government and Public Administration**  
**Major: National Security**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>Sample Core Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>English* Four units</td>
<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies* Three units</td>
<td>One unit of Social Studies</td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**  
Physical Education or JROTC (one unit)  
Computer Science (one unit)  
World Language or CATE (one unit)  
Personal Health and Wellness (1/2 unit)  
Electives (seven units)

**Required Courses for Major**  
(Four credits required)
- JROTC Aerospace three units plus honors  
- JROTC Naval Science 1, 2, 3, 4  
- Army JROTC Leadership, Education and Training 2, 3, 4, 5

**Complementary Coursework**
- Aerospace Advanced Skills 1, 2, 3, 4  
- Aerospace Education 1, 2, 3, 4  
- Aerospace Leadership Seminar 1, 2  
- Ground School for Flying  
- Leadership Advanced Skills 1, 2, 3, 4  
- Leadership Education & Training 5, 6  
- Leadership Seminar 1, 2  
- Naval Advanced Skills 1, 2, 3, 4  
- Naval Leadership Seminar 1, 2

**Extended Learning Opportunity Options Related to Major**
- Career Mentoring Shadowing  
- Internship  
- Cooperative Education  
- Career Information Delivery System Exposure  
- Senior Project

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associates Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Warfare Operation</td>
<td>Law Enforcement</td>
<td>Captain</td>
</tr>
<tr>
<td>Infantry Field Artillery Munitions</td>
<td>Officer Military Recruit</td>
<td>Lieutenant</td>
</tr>
<tr>
<td>Specialist</td>
<td>Military Recruiter</td>
<td>Officer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites. (Updated 9/2/2018.)*
English Progression Chart

8th Grade
- English 1

9th Grade
- English 2

10th Grade
- English 3

11th Grade
- English 4

12th Grade
- AP Literature
  - English 4 Honors
  - AP Language

8th Grade
- English 1 Honors

- English 2 Honors*

- English 3 Honors

English 1 Honors

English 2 Honors**

English 3 Honors

AP Language

AP Literature

*/** Different curriculum for these English 2 courses in 2018-2019 only.

In grades 10 - 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference.
Mathematics Progression Chart: Foundations Pathway


Students who successfully complete Foundations in Algebra should subsequently enroll in Intermediate Algebra. Due to the significant duplication of content in Algebra 1 from Foundations in Algebra, students must not enroll in Algebra 1 after successfully completing Foundations in Algebra.

To meet South Carolina Commission on Higher Education’s college preparatory course prerequisite requirements, college freshmen entering a four-year public institution of higher education during or after the 2019 – 20 academic school year must successfully complete Algebra 1, Algebra 2, Geometry, and an additional mathematics course above the Algebra 2 level. Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra 1 if a student successfully completes Algebra 2. (See www.che.sc.gov for more information.)

Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Intermediate Algebra.

In grades 10 - 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference.
In grades 10 - 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference.
Mathematics Progression Chart: Honors Pathway

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

6th Math Accel
7th Math

7th Math Accel
8th Math Accel
Pre-Algebra

8th Math Accel
Algebra 1 H

Geometry Honors

Algebra 2 Honors

Algebra 3/
Trigonometry

Pre-Calculus Honors

AP Statistics

AP Statistics

Pre-Calculus Honors

Discrete Mathematics

Dual Enrollment

Dual Enrollment

IB Math SL Sem
IB Math Studies Sem

IB Math SL
IB Math Studies

Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Algebra I Honors.

In grades 10 - 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference.
Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Algebra I Honors.

In grades 10 - 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference.
### Science Progression Chart

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1 Honors</td>
<td>Chemistry 1 Honors</td>
<td>Physics 1 Honors</td>
<td>Earth Science Honors</td>
</tr>
<tr>
<td></td>
<td>Anatomy &amp; Physiology Honors</td>
<td>Anatomy &amp; Physiology Honors</td>
<td>Marine Science Honors</td>
</tr>
<tr>
<td></td>
<td>AP Environmental Science</td>
<td>Chemistry 2 Honors</td>
<td>Research 1</td>
</tr>
<tr>
<td></td>
<td>Earth Science Honors</td>
<td>Earth Science Honors</td>
<td>Research 2</td>
</tr>
<tr>
<td></td>
<td>Scientific Research</td>
<td>Marine Science Honors</td>
<td>AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research 1</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Biology</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Chemistry</td>
<td>AP Physics 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Environmental Science</td>
<td>AP Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Physics</td>
<td>AP Physics C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Biology SL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IB Chemistry SL</td>
</tr>
</tbody>
</table>

- **Recommended Core Science Course Sequence in Bold.**
- **Check college web sites for Science course requirements.**
- **A South Carolina End-of-Course Evaluation Program test in Biology will be administered based on SC Science Standards.** To receive a South Carolina High School Diploma, students must pass Biology.
- **Students may take any course listed under the bold course if the prerequisites have been met.**
- **The South Carolina Commission on Higher Education requires the students receive three laboratory science credits for admission to a four-year college or university. Courses in general or introductory science (i.e. physical science, astronomy) for which one of those four units is not a prerequisite will not meet this requirement.**
- **Students may enroll in more than one science course per semester/academic year.**
- **Students may opt into Honors or Advanced Placement course at any time during their high school careers.**
- Please see course description for prerequisites.
- Check college web sites for Social Studies course requirements for the colleges of your choice.
- **Students must take the state-mandated End-of-Course assessment administered at the completion of US History and Constitution.**
<table>
<thead>
<tr>
<th>Content</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1 H</td>
<td>English 2 H</td>
<td>English 3 H</td>
<td>IB English HL-1</td>
<td>IB English HL-2</td>
</tr>
<tr>
<td>8th English Accel</td>
<td>English 1 H</td>
<td>English 2 H</td>
<td>IB English HL-1</td>
<td>IB English HL-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry H</td>
<td>Algebra 2 H</td>
<td>Pre-Calculus H</td>
<td>IB Math SL Sem</td>
<td>IB Math SL</td>
</tr>
<tr>
<td></td>
<td>Algebra 1 H</td>
<td>Geometry H</td>
<td>Algebra 2 H</td>
<td>IB Math Studies SL Sem</td>
<td>IB Math Studies SL</td>
</tr>
<tr>
<td>Science</td>
<td>8th Science Accel</td>
<td>Biology 1 H</td>
<td>Chemistry H &amp; Physics H or AP Physics</td>
<td>IB Biology HL-1 or IB Biology SL-1 or IB Physics SL-1</td>
<td>IB Biology HL-2 or IB Biology SL-2 or IB Physics SL-2</td>
</tr>
<tr>
<td></td>
<td>8th Science Accel</td>
<td>Biology 1 H</td>
<td>Chemistry H or Physics H</td>
<td>IB Biology HL-1 or IB Biology SL-1 or IB Physics SL-1</td>
<td>IB Biology HL-2 or IB Biology SL-2 or IB Physics SL-2</td>
</tr>
<tr>
<td></td>
<td>8th Soc Studies Accel</td>
<td>World History Honors Or Geography Honors</td>
<td>AP Human Geography</td>
<td>IN History HL-1</td>
<td>IB History HL-2</td>
</tr>
<tr>
<td>World Language</td>
<td>French 1 &amp; 2 or Spanish 1&amp;2</td>
<td>French C/C or Spanish C/C or French 1&amp;2 or Spanish 1&amp;2 or German 1&amp;2</td>
<td>French 3 or Spanish 3 or German 3</td>
<td>IB French SL-1 or IB Spanish SL-1 or IB German SL-1</td>
<td>IB French SL-2 or IB Spanish SL-2 or IB German SL-2</td>
</tr>
</tbody>
</table>
# South Carolina Scholarship and Grant Programs

This is a brief overview of the State Scholarships and Grants program. The information provided is from the South Carolina Commission on Higher Education and is based on the Commission’s interpretation of the South Carolina Education Lottery Act. SCHEE information may be changed or updated without notice. Changes may also occur anytime during the legislative process. Although SCHEE attempts to provide up-to-date information on their website (www.che.sc.gov), please seek confirmation of information from the appropriate SCCHA office prior to any action taken.

<table>
<thead>
<tr>
<th>Initial Eligibility</th>
<th>Palmetto Fellows Scholarship</th>
<th>LIFE Scholarship</th>
<th>S. C. HOPE Scholarship</th>
<th>S. C. Needs-Based Grant</th>
<th>Lottery Tuition Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 3.5 cumulative GPA based on S. C. Uniform Grading Scale</td>
<td>Four Year Institution Must have 2 of 3: Minimum of 3.0 on S. C. Uniform Grading Scale Rank in top 30% of high school graduation class</td>
<td>Minimum 3.0 cumulative GPA based on S. C. Uniform Grading Scale</td>
<td>No minimum test score and rank required For students who do not qualify for the LIFE or Palmetto Fellows Program but graduate from high school with at least a B average</td>
<td>No minimum GPA Students must complete Free Application for Federal Student Aid (FAFSA)</td>
<td>No minimum GPA Students must complete Free Application for Federal Student Aid (FAFSA)</td>
</tr>
<tr>
<td>Rank in top 6% of class at end of Sophomore year</td>
<td>Minimum score of 1200 SAT/27 ACT or Minimum 4.0 cumulative GPA based on S. C. Uniform Grading Scale</td>
<td>Minimum score of 1100 SAT/24 ACT or Minimum 3.0 cumulative GPA based on S. C. Uniform Grading Scale at two-year institution</td>
<td>Test score and rank are waived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum score of 1400 SAT/32 ACT</td>
<td>Rank requirement waived</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Award Amount | Up to $6,700 towards the cost of attendance at eligible four-year Institutions Freshman year Up to $7,500 for sophomore, junior, and senior years | Up to $5,000 (includes $300 book stipend) towards the cost of attendance at eligible four-year Institutions or Up to cost of attendance at eligible two-year institutions plus $300 book stipend | $2,800 (includes $300 book stipend) towards the cost of attendance at eligible four-year Institutions | Up to $2,500 full time students and $1,250 for part-time students towards the cost of attendance at eligible four-year Institutions | Up to cost of tuition |

| Renewal Criteria | Minimum 3.0 cumulative GPA and 30 credit hours for graduation purposes each academic year | Minimum 3.0 LIFE GPA and an average 30 credit hours each academic year based on initial college enrollment | This scholarship is for the first year of attendance at a four-year institution only | Fill out FAFSA and minimum 2.0 cumulative GPA and 24 credit hours each academic year if full time and 12 hours part-time | Fill out FAFSA and satisfactory academic progress |

| Term Limit | Eight consecutive terms toward first bachelor’s degree | Two consecutive terms for a certificate or diploma, Four consecutive terms for an associate’s degree, and Eight consecutive terms for first bachelor’s degree | Up to two consecutive terms of funding | Eight consecutive terms toward bachelor’s degree | |
# Individual Graduation Plan (IGP) Worksheet

Name: ____________________________  Current Grade Level: ____________________

**Clusters:**
- Student Choice
- Indicated by Assessment

**Majors:**
- [ ] Declare Only  [ ] Intend to Complete

**Schools of Study:**
- Arts and Humanities
- Business & Information Systems
- Science, Tech, Engineering, Math
- Health, Human, Public Services

**Postsecondary Plans:**
- [ ] Workforce/Apprenticeship
- [ ] Two-Year College/Technical Training
- [ ] Four-Year College
- [ ] Military

<table>
<thead>
<tr>
<th>Course</th>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 4 units required</td>
<td></td>
<td></td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Math: 4 units required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science: 3 units required (3 lab science units required for 4 year college)</td>
<td>Biology 1</td>
<td></td>
<td>U. S. History</td>
<td>Government/Economics</td>
</tr>
<tr>
<td>Social Studies: 3 units required (1 social studies elective; US History; Government/Economics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education or JROTC: 1 unit required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health: .5 unit required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science: 1 unit required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World language or Career Technology: 1 unit required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (Language Arts, mathematics, science, social studies, visual and performing arts, world language, career and technology, physical education, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses for Major (Four Credits Required)</th>
<th>Complementary Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature __________________________ Date ________

Parent Signature __________________________ Date ________

Counselor Signature __________________________ Date ________
# Richland County School District One

## 2018-2019 Curriculum Framework

**Grades 10 – 12**

<table>
<thead>
<tr>
<th>School of Arts and Humanities</th>
<th>School of Business and Information Systems</th>
<th>School of Mathematics, Science, and Engineering</th>
<th>School of Health, Human, and Public Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Communications Cluster</td>
<td>Business Management &amp; Administration Cluster</td>
<td>Agriculture, Food &amp; Natural Resource Cluster</td>
<td>Family &amp; Consumer Sciences Cluster</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>Administrative Services</td>
<td>Agribusiness Systems</td>
<td>Family &amp; Consumer Sciences/Design</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>Business Information Management</td>
<td>Horticulture</td>
<td>Food, Nutrition and Wellness</td>
</tr>
<tr>
<td>English</td>
<td>General Management</td>
<td></td>
<td>Consumer Services</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism/Broadcasting</td>
<td>Business Finance</td>
<td>Architecture and Construction</td>
<td>Health Science Cluster</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td>Architecture Construction</td>
<td>Biomedical Sciences</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
<td>Diagnostic Services</td>
</tr>
<tr>
<td>World Languages</td>
<td></td>
<td>Arts, A/V Technology and Communications Cluster</td>
<td>Therapeutic Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telecommunications</td>
<td></td>
</tr>
<tr>
<td>Education &amp; training Cluster</td>
<td></td>
<td>Manufacturing Cluster</td>
<td>Human Services Cluster</td>
</tr>
<tr>
<td>Teaching and Training</td>
<td></td>
<td>Production</td>
<td>Personal Care Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hospitality &amp; Tourism Cluster</td>
<td>Science, Technology, Engineering &amp; Mathematics Cluster</td>
<td>Law, Public Safety, Corrections &amp; Security Cluster</td>
</tr>
<tr>
<td></td>
<td>Restaurant and Food/Beverage Services</td>
<td>Clean Energy</td>
<td>Law and Legal Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Science Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Technology Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Networking Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web and Digital Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Merchandising</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manufacturing Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manufacturing Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transportation, Distribution &amp; Logistics Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Automotive Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family &amp; Consumer Sciences Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family &amp; Consumer Sciences/Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food, Nutrition and Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumer Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Science Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biomedical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diagnostic Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Therapeutic Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Services Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Care Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law, Public Safety, Corrections &amp; Security Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law and Legal Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government &amp; Public Administrative Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 10-Point Scale

#### South Carolina Uniform Grading Scale Conversions

<table>
<thead>
<tr>
<th>Numerical Average</th>
<th>Letter Grade</th>
<th>4.0 Scale</th>
<th>College Prep</th>
<th>Honors</th>
<th>AP/IB/Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.000</td>
<td>5.000</td>
<td>5.500</td>
<td>6.000</td>
</tr>
<tr>
<td>99</td>
<td>A</td>
<td>4.000</td>
<td>4.900</td>
<td>5.400</td>
<td>5.900</td>
</tr>
<tr>
<td>98</td>
<td>A</td>
<td>4.000</td>
<td>4.800</td>
<td>5.300</td>
<td>5.800</td>
</tr>
<tr>
<td>97</td>
<td>A</td>
<td>4.000</td>
<td>4.700</td>
<td>5.200</td>
<td>5.700</td>
</tr>
<tr>
<td>96</td>
<td>A</td>
<td>4.000</td>
<td>4.600</td>
<td>5.100</td>
<td>5.600</td>
</tr>
<tr>
<td>95</td>
<td>A</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
<td>5.500</td>
</tr>
<tr>
<td>94</td>
<td>A</td>
<td>4.000</td>
<td>4.400</td>
<td>4.900</td>
<td>5.400</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
<td>4.000</td>
<td>4.300</td>
<td>4.800</td>
<td>5.300</td>
</tr>
<tr>
<td>92</td>
<td>A</td>
<td>4.000</td>
<td>4.200</td>
<td>4.700</td>
<td>5.200</td>
</tr>
<tr>
<td>91</td>
<td>A</td>
<td>4.000</td>
<td>4.100</td>
<td>4.600</td>
<td>5.100</td>
</tr>
<tr>
<td>90</td>
<td>A</td>
<td>4.000</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
<td>3.000</td>
<td>3.900</td>
<td>4.400</td>
<td>4.900</td>
</tr>
<tr>
<td>88</td>
<td>B</td>
<td>3.000</td>
<td>3.800</td>
<td>4.300</td>
<td>4.800</td>
</tr>
<tr>
<td>87</td>
<td>B</td>
<td>3.000</td>
<td>3.700</td>
<td>4.200</td>
<td>4.700</td>
</tr>
<tr>
<td>86</td>
<td>B</td>
<td>3.000</td>
<td>3.600</td>
<td>4.100</td>
<td>4.600</td>
</tr>
<tr>
<td>85</td>
<td>B</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
<td>4.500</td>
</tr>
<tr>
<td>84</td>
<td>B</td>
<td>3.000</td>
<td>3.400</td>
<td>3.900</td>
<td>4.400</td>
</tr>
<tr>
<td>83</td>
<td>B</td>
<td>3.000</td>
<td>3.300</td>
<td>3.800</td>
<td>4.300</td>
</tr>
<tr>
<td>82</td>
<td>B</td>
<td>3.000</td>
<td>3.200</td>
<td>3.700</td>
<td>4.200</td>
</tr>
<tr>
<td>81</td>
<td>B</td>
<td>3.000</td>
<td>3.100</td>
<td>3.600</td>
<td>4.100</td>
</tr>
<tr>
<td>80</td>
<td>B</td>
<td>3.000</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
</tr>
<tr>
<td>79</td>
<td>C</td>
<td>2.000</td>
<td>2.900</td>
<td>3.400</td>
<td>3.900</td>
</tr>
<tr>
<td>78</td>
<td>C</td>
<td>2.000</td>
<td>2.800</td>
<td>3.300</td>
<td>3.800</td>
</tr>
<tr>
<td>77</td>
<td>C</td>
<td>2.000</td>
<td>2.700</td>
<td>3.200</td>
<td>3.700</td>
</tr>
<tr>
<td>76</td>
<td>C</td>
<td>2.000</td>
<td>2.600</td>
<td>3.100</td>
<td>3.600</td>
</tr>
<tr>
<td>75</td>
<td>C</td>
<td>2.000</td>
<td>2.500</td>
<td>3.000</td>
<td>3.500</td>
</tr>
<tr>
<td>74</td>
<td>C</td>
<td>2.000</td>
<td>2.400</td>
<td>2.900</td>
<td>3.400</td>
</tr>
<tr>
<td>73</td>
<td>C</td>
<td>2.000</td>
<td>2.300</td>
<td>2.800</td>
<td>3.300</td>
</tr>
<tr>
<td>72</td>
<td>C</td>
<td>2.000</td>
<td>2.200</td>
<td>2.700</td>
<td>3.200</td>
</tr>
<tr>
<td>71</td>
<td>C</td>
<td>2.000</td>
<td>2.100</td>
<td>2.600</td>
<td>3.100</td>
</tr>
<tr>
<td>70</td>
<td>C</td>
<td>2.000</td>
<td>2.000</td>
<td>2.500</td>
<td>3.000</td>
</tr>
<tr>
<td>69</td>
<td>D</td>
<td>1.000</td>
<td>1.900</td>
<td>2.400</td>
<td>2.900</td>
</tr>
<tr>
<td>68</td>
<td>D</td>
<td>1.000</td>
<td>1.800</td>
<td>2.300</td>
<td>2.800</td>
</tr>
<tr>
<td>67</td>
<td>D</td>
<td>1.000</td>
<td>1.700</td>
<td>2.200</td>
<td>2.700</td>
</tr>
<tr>
<td>66</td>
<td>D</td>
<td>1.000</td>
<td>1.600</td>
<td>2.100</td>
<td>2.600</td>
</tr>
<tr>
<td>65</td>
<td>D</td>
<td>1.000</td>
<td>1.500</td>
<td>2.000</td>
<td>2.500</td>
</tr>
<tr>
<td>64</td>
<td>D</td>
<td>1.000</td>
<td>1.400</td>
<td>1.900</td>
<td>2.400</td>
</tr>
<tr>
<td>63</td>
<td>D</td>
<td>1.000</td>
<td>1.300</td>
<td>1.800</td>
<td>2.300</td>
</tr>
<tr>
<td>62</td>
<td>D</td>
<td>1.000</td>
<td>1.200</td>
<td>1.700</td>
<td>2.200</td>
</tr>
<tr>
<td>61</td>
<td>D</td>
<td>1.000</td>
<td>1.100</td>
<td>1.600</td>
<td>2.100</td>
</tr>
<tr>
<td>60</td>
<td>D</td>
<td>1.000</td>
<td>1.000</td>
<td>1.500</td>
<td>2.000</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
<td>0.000</td>
<td>0.900</td>
<td>1.400</td>
<td>1.900</td>
</tr>
<tr>
<td>58</td>
<td>F</td>
<td>0.000</td>
<td>0.800</td>
<td>1.300</td>
<td>1.800</td>
</tr>
<tr>
<td>57</td>
<td>F</td>
<td>0.000</td>
<td>0.700</td>
<td>1.200</td>
<td>1.700</td>
</tr>
<tr>
<td>56</td>
<td>F</td>
<td>0.000</td>
<td>0.600</td>
<td>1.100</td>
<td>1.600</td>
</tr>
<tr>
<td>55</td>
<td>F</td>
<td>0.000</td>
<td>0.500</td>
<td>1.000</td>
<td>1.500</td>
</tr>
<tr>
<td>54</td>
<td>F</td>
<td>0.000</td>
<td>0.400</td>
<td>0.900</td>
<td>1.400</td>
</tr>
<tr>
<td>53</td>
<td>F</td>
<td>0.000</td>
<td>0.300</td>
<td>0.800</td>
<td>1.300</td>
</tr>
<tr>
<td>52</td>
<td>F</td>
<td>0.000</td>
<td>0.200</td>
<td>0.700</td>
<td>1.200</td>
</tr>
<tr>
<td>51</td>
<td>F</td>
<td>0.000</td>
<td>0.100</td>
<td>0.600</td>
<td>1.100</td>
</tr>
<tr>
<td>0-50</td>
<td>F</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>
### 7-Point Scale

**South Carolina Uniform Grading Scale Conversions**

<table>
<thead>
<tr>
<th>Average</th>
<th>Letter Grade</th>
<th>4.0 Scale</th>
<th>College Prep</th>
<th>Honors</th>
<th>AP/IB/Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.000</td>
<td>4.875</td>
<td>5.375</td>
<td>5.875</td>
</tr>
<tr>
<td>99</td>
<td>A</td>
<td>4.000</td>
<td>4.750</td>
<td>5.250</td>
<td>5.750</td>
</tr>
<tr>
<td>98</td>
<td>A</td>
<td>4.000</td>
<td>4.625</td>
<td>5.125</td>
<td>5.625</td>
</tr>
<tr>
<td>97</td>
<td>A</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
<td>5.500</td>
</tr>
<tr>
<td>96</td>
<td>A</td>
<td>4.000</td>
<td>4.375</td>
<td>4.875</td>
<td>5.375</td>
</tr>
<tr>
<td>95</td>
<td>A</td>
<td>4.000</td>
<td>4.250</td>
<td>4.750</td>
<td>5.250</td>
</tr>
<tr>
<td>94</td>
<td>A</td>
<td>4.000</td>
<td>4.125</td>
<td>4.625</td>
<td>5.125</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
<td>4.000</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
</tr>
<tr>
<td>92</td>
<td>B</td>
<td>3.000</td>
<td>3.875</td>
<td>4.375</td>
<td>4.875</td>
</tr>
<tr>
<td>91</td>
<td>B</td>
<td>3.000</td>
<td>3.750</td>
<td>4.250</td>
<td>4.750</td>
</tr>
<tr>
<td>90</td>
<td>B</td>
<td>3.000</td>
<td>3.625</td>
<td>4.125</td>
<td>4.625</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
<td>4.500</td>
</tr>
<tr>
<td>88</td>
<td>B</td>
<td>3.000</td>
<td>3.375</td>
<td>3.875</td>
<td>4.375</td>
</tr>
<tr>
<td>87</td>
<td>B</td>
<td>3.000</td>
<td>3.250</td>
<td>3.750</td>
<td>4.250</td>
</tr>
<tr>
<td>86</td>
<td>B</td>
<td>3.000</td>
<td>3.125</td>
<td>3.625</td>
<td>4.125</td>
</tr>
<tr>
<td>85</td>
<td>B</td>
<td>3.000</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
</tr>
<tr>
<td>84</td>
<td>C</td>
<td>2.000</td>
<td>2.875</td>
<td>3.375</td>
<td>3.875</td>
</tr>
<tr>
<td>83</td>
<td>C</td>
<td>2.000</td>
<td>2.750</td>
<td>3.250</td>
<td>3.750</td>
</tr>
<tr>
<td>82</td>
<td>C</td>
<td>2.000</td>
<td>2.625</td>
<td>3.125</td>
<td>3.625</td>
</tr>
<tr>
<td>81</td>
<td>C</td>
<td>2.000</td>
<td>2.500</td>
<td>3.000</td>
<td>3.500</td>
</tr>
<tr>
<td>80</td>
<td>C</td>
<td>2.000</td>
<td>2.375</td>
<td>2.875</td>
<td>3.375</td>
</tr>
<tr>
<td>79</td>
<td>C</td>
<td>2.000</td>
<td>2.250</td>
<td>2.750</td>
<td>3.250</td>
</tr>
<tr>
<td>78</td>
<td>C</td>
<td>2.000</td>
<td>2.125</td>
<td>2.625</td>
<td>3.125</td>
</tr>
<tr>
<td>77</td>
<td>C</td>
<td>2.000</td>
<td>2.000</td>
<td>2.500</td>
<td>3.000</td>
</tr>
<tr>
<td>76</td>
<td>D</td>
<td>1.000</td>
<td>1.875</td>
<td>2.375</td>
<td>2.875</td>
</tr>
<tr>
<td>75</td>
<td>D</td>
<td>1.000</td>
<td>1.750</td>
<td>2.250</td>
<td>2.750</td>
</tr>
<tr>
<td>74</td>
<td>D</td>
<td>1.000</td>
<td>1.625</td>
<td>2.125</td>
<td>2.625</td>
</tr>
<tr>
<td>73</td>
<td>D</td>
<td>1.000</td>
<td>1.500</td>
<td>2.000</td>
<td>2.500</td>
</tr>
<tr>
<td>72</td>
<td>D</td>
<td>1.000</td>
<td>1.375</td>
<td>1.875</td>
<td>2.375</td>
</tr>
<tr>
<td>71</td>
<td>D</td>
<td>1.000</td>
<td>1.250</td>
<td>1.750</td>
<td>2.250</td>
</tr>
<tr>
<td>70</td>
<td>D</td>
<td>1.000</td>
<td>1.125</td>
<td>1.625</td>
<td>2.125</td>
</tr>
<tr>
<td>69</td>
<td>F</td>
<td>0.000</td>
<td>1.000</td>
<td>1.500</td>
<td>2.000</td>
</tr>
<tr>
<td>68</td>
<td>F</td>
<td>0.000</td>
<td>0.875</td>
<td>1.375</td>
<td>1.875</td>
</tr>
<tr>
<td>67</td>
<td>F</td>
<td>0.000</td>
<td>0.750</td>
<td>1.250</td>
<td>1.750</td>
</tr>
<tr>
<td>66</td>
<td>F</td>
<td>0.000</td>
<td>0.625</td>
<td>1.125</td>
<td>1.625</td>
</tr>
<tr>
<td>65</td>
<td>F</td>
<td>0.000</td>
<td>0.500</td>
<td>1.000</td>
<td>1.500</td>
</tr>
<tr>
<td>64</td>
<td>F</td>
<td>0.000</td>
<td>0.375</td>
<td>0.875</td>
<td>1.375</td>
</tr>
<tr>
<td>63</td>
<td>F</td>
<td>0.000</td>
<td>0.250</td>
<td>0.750</td>
<td>1.250</td>
</tr>
<tr>
<td>62</td>
<td>F</td>
<td>0.000</td>
<td>0.125</td>
<td>0.625</td>
<td>1.125</td>
</tr>
<tr>
<td>0–61</td>
<td>F</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>
## NCAA Core GPA/Test Score Index for 16 Core Courses

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT</th>
<th>ACT (sum of scores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.550 and above</td>
<td>400</td>
<td>37</td>
</tr>
<tr>
<td>3.525</td>
<td>410</td>
<td>38</td>
</tr>
<tr>
<td>3.500</td>
<td>420</td>
<td>39</td>
</tr>
<tr>
<td>3.475</td>
<td>430</td>
<td>40</td>
</tr>
<tr>
<td>3.450</td>
<td>440</td>
<td>41</td>
</tr>
<tr>
<td>3.425</td>
<td>450</td>
<td>41</td>
</tr>
<tr>
<td>3.400</td>
<td>460</td>
<td>42</td>
</tr>
<tr>
<td>3.375</td>
<td>470</td>
<td>42</td>
</tr>
<tr>
<td>3.350</td>
<td>480</td>
<td>43</td>
</tr>
<tr>
<td>3.325</td>
<td>490</td>
<td>44</td>
</tr>
<tr>
<td>3.30</td>
<td>500</td>
<td>44</td>
</tr>
<tr>
<td>3.275</td>
<td>510</td>
<td>45</td>
</tr>
<tr>
<td>3.250</td>
<td>520</td>
<td>46</td>
</tr>
<tr>
<td>3.225</td>
<td>530</td>
<td>46</td>
</tr>
<tr>
<td>3.200</td>
<td>540</td>
<td>47</td>
</tr>
<tr>
<td>3.175</td>
<td>550</td>
<td>47</td>
</tr>
<tr>
<td>3.150</td>
<td>560</td>
<td>48</td>
</tr>
<tr>
<td>3.125</td>
<td>570</td>
<td>49</td>
</tr>
<tr>
<td>3.100</td>
<td>580</td>
<td>49</td>
</tr>
<tr>
<td>3.075</td>
<td>590</td>
<td>50</td>
</tr>
<tr>
<td>3.050</td>
<td>600</td>
<td>50</td>
</tr>
<tr>
<td>3.025</td>
<td>610</td>
<td>51</td>
</tr>
<tr>
<td>3.000</td>
<td>620</td>
<td>52</td>
</tr>
<tr>
<td>2.975</td>
<td>630</td>
<td>52</td>
</tr>
<tr>
<td>2.950</td>
<td>640</td>
<td>53</td>
</tr>
<tr>
<td>2.925</td>
<td>650</td>
<td>53</td>
</tr>
<tr>
<td>2.900</td>
<td>660</td>
<td>54</td>
</tr>
<tr>
<td>2.875</td>
<td>670</td>
<td>55</td>
</tr>
<tr>
<td>2.850</td>
<td>680</td>
<td>56</td>
</tr>
<tr>
<td>2.825</td>
<td>690</td>
<td>56</td>
</tr>
<tr>
<td>2.800</td>
<td>700</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT</th>
<th>ACT (sum of scores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.775</td>
<td>710</td>
<td>58</td>
</tr>
<tr>
<td>2.750</td>
<td>720</td>
<td>59</td>
</tr>
<tr>
<td>2.725</td>
<td>730</td>
<td>59</td>
</tr>
<tr>
<td>2.700</td>
<td>740</td>
<td>60</td>
</tr>
<tr>
<td>2.675</td>
<td>740-750</td>
<td>61</td>
</tr>
<tr>
<td>2.650</td>
<td>760</td>
<td>62</td>
</tr>
<tr>
<td>2.625</td>
<td>770</td>
<td>63</td>
</tr>
<tr>
<td>2.600</td>
<td>780</td>
<td>64</td>
</tr>
<tr>
<td>2.575</td>
<td>790</td>
<td>65</td>
</tr>
<tr>
<td>2.550</td>
<td>800</td>
<td>66</td>
</tr>
<tr>
<td>2.525</td>
<td>810</td>
<td>67</td>
</tr>
<tr>
<td>2.500</td>
<td>820</td>
<td>68</td>
</tr>
<tr>
<td>2.475</td>
<td>830</td>
<td>69</td>
</tr>
<tr>
<td>2.450</td>
<td>840-850</td>
<td>70</td>
</tr>
<tr>
<td>2.425</td>
<td>860</td>
<td>70</td>
</tr>
<tr>
<td>2.400</td>
<td>860</td>
<td>71</td>
</tr>
<tr>
<td>2.375</td>
<td>870</td>
<td>72</td>
</tr>
<tr>
<td>2.350</td>
<td>880</td>
<td>73</td>
</tr>
<tr>
<td>2.325</td>
<td>890</td>
<td>74</td>
</tr>
<tr>
<td>2.300</td>
<td>900</td>
<td>75</td>
</tr>
<tr>
<td>2.275</td>
<td>910</td>
<td>76</td>
</tr>
<tr>
<td>2.250</td>
<td>920</td>
<td>77</td>
</tr>
<tr>
<td>2.225</td>
<td>930</td>
<td>78</td>
</tr>
<tr>
<td>2.200</td>
<td>940</td>
<td>79</td>
</tr>
<tr>
<td>2.175</td>
<td>950</td>
<td>80</td>
</tr>
<tr>
<td>2.150</td>
<td>960</td>
<td>80</td>
</tr>
<tr>
<td>2.125</td>
<td>960</td>
<td>81</td>
</tr>
<tr>
<td>2.100</td>
<td>970</td>
<td>82</td>
</tr>
<tr>
<td>2.075</td>
<td>980</td>
<td>83</td>
</tr>
<tr>
<td>2.050</td>
<td>990</td>
<td>84</td>
</tr>
<tr>
<td>2.025</td>
<td>1000</td>
<td>85</td>
</tr>
<tr>
<td>2.000</td>
<td>1010</td>
<td>86</td>
</tr>
</tbody>
</table>
# COLLEGE PLANNING CHECKLIST

<table>
<thead>
<tr>
<th>When to begin</th>
<th>What to do</th>
<th>How to do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth grade</td>
<td>Select a high school course of study and a career cluster to explore and become familiar with college entrance requirements. Continue career exploration activities.</td>
<td>Work with parents, teachers and counselors to create an Individual Graduation Plan (IGP) to satisfy your career and educational goals. Get involved at school and in your community.</td>
</tr>
<tr>
<td>Freshman year</td>
<td>Update your IGP and work to your academic potential. Continue career exploration activities. Take PreACT in the Fall.</td>
<td>Continue to work with parents, teachers, and counselors to refine your IGP. Try job shadowing. Stay involved in school and community activities.</td>
</tr>
<tr>
<td>Sophomore year</td>
<td>Take PSAT tests in the fall. Review results and modify IGP. Take academically challenging courses. Investigate summer enrichment programs.</td>
<td>Meet with your counselor to plan for college. Consider job shadowing. Check your guidance newsletters for summer opportunities and other valuable information.</td>
</tr>
<tr>
<td>Junior year Fall</td>
<td>Register to take the PSAT. Think about your reasons for going to college. Investigate possible career options and degree level required. Identify important factors in choosing a college.</td>
<td>Collect information from ED-OP DAY (Educational Opportunity Day). During ED-OP, students have the opportunity to talk with admissions counselors from South Carolina colleges and universities and some from out of state. Explore colleges and careers on SCOIS, Naviance, and the Internet. Continue to focus on your schoolwork and to work with your parents, teachers and counselors.</td>
</tr>
<tr>
<td>Junior year Spring</td>
<td>Register for the SAT, ACT, or ACCUPLACER. List colleges considering and collect information. Investigate summer enrichment programs. Continue to work to highest academic potential and to be involved in school and community activities.</td>
<td>Prepare for and visit colleges. Continue collecting college and career information. Enroll in summer activities. Take some time to volunteer.</td>
</tr>
<tr>
<td>Senior year Fall</td>
<td>Continue to take a full load of challenging courses. Compare the colleges on your list. Apply to your &quot;choice&quot; colleges. Register for the SAT, ACT, or ACCUPLACER. Search for scholarship opportunities. Apply for financial aid as early as October.</td>
<td>Participate in ED-OP Day and Financial Aid Night. Continue visiting colleges. Complete applications by early October. Check guidance newsletters for scholarship opportunities. Complete scholarship applications. Observe deadlines. Work closely with your counselor, parents and teachers to finalize your plans. Complete the Federal Application for Student Financial Aid (FASFA). Complete scholarship applications.</td>
</tr>
<tr>
<td>Senior year Spring</td>
<td>Continue to search for scholarship opportunities. Make your final college decision. Register for college housing.</td>
<td>Complete final paperwork for college of choice.</td>
</tr>
</tbody>
</table>