



2023 - 2024
West Ashley High School
Program of Studies
Grades 9 - 12

Revised August 2023

West Ashley High School

4060 W. Wildcat Blvd.

Charleston, SC 29414

| Location | Telephone | Fax |
|--------------------------------|-----------------------------|----------------|
| Main Office | (843) 573-1201 ext. 6530702 | (843) 573-1223 |
| Attendance | (843) 573-1201 ext. 6530703 | (843) 556-7848 |
| School Counseling Dept. Office | (843) 573-1201 ext. 6530717 | (843) 573-1227 |

Administration

Principal

Ryan Cumback

Associate Principal

Andrew Brandt

Assistant Principals

Monique Cunin
Tristan Robinson
Emily Sandifer
Joshua Sherman
Shannon Turner

School Counseling Dept. Director

Kristan Willis

School Counselors

Melissa Estes
Micheal Keitt
Rebecca Kyzer
Cassandra Kerrigan
Claudia Lenz
Joel Sayre
Chapin Such
Catherine Szyszkiewcz

It is the policy of the Charleston County School District not to discriminate on the basis of race as required by Title VI of the Civil Rights Act of 1964, on the basis of sex as required by Title IX of the 1972 Education Amendments, or on the basis of handicap as required by Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act, PL 101 - 476; and other Civil Rights Laws.

Table of Contents

| | |
|---|--|
| South Carolina High School Diploma Requirements | |
| Overview of Course Offerings | |
| College Credits While in High School | |
| Interscholastic Activity Eligibility | |
| Grading Policy, Grade Ratio and Class Rank..... | |
| College Entrance Examination | |
| College Bound | |
| Curriculum Framework | |
| Youth Apprenticeships FAQ | |
| English Language Arts | |
| Mathematics | |
| Natural Sciences | |
| Social Studies | |
| Modern and Classical Languages | |
| English for Speakers of Other Languages (ESOL) | |
| Fine Arts | |
| Physical Education | |
| Health | |
| Junior ROTC | |
| Career & Technology Education | |
| PACK..... | |

Course Descriptions

West Ashley High School's Program of Studies has been prepared for students, parents, teachers, and school counselors. Please review this information carefully.

Students will receive individual advice from school counselors to help them make appropriate course selections. In some cases, academic recommendations are necessary from the student's teachers prior to the conference with their school counselor.

Each student's academic advisor and teachers should also serve as resources for advice and help in making course selections and the process for registering for classes.

Students should take seriously the selection of courses for the next school year and choose a course of study based on their individual goals and abilities.

In addition to reviewing the South Carolina requirements for a high school diploma, students should also review the minimum requirements for admission to South Carolina public four-year colleges and universities as specified by the South Carolina Commission on Higher Education.

Students' elective course choices are very important and should be made in alignment with their college and career goals. Students are encouraged to complete a major of four elective courses based on their long-term occupational goals. The Curriculum Framework provides an outline of the schools of study, clusters, and majors available at West Ashley High School. The Curriculum Framework will be used as part of the course selection process.

Many colleges and universities are highly selective in their admissions. West Ashley High School students are encouraged to select a rigorous course of study and enroll in higher level courses as much as possible.

Although school counselors are available for academic advising, students and their parents are responsible for making certain that the student's academic plan meets the requirements of both the intended diploma and post-secondary school of choice.

A rigorous senior year of study is an expectation of many colleges and employers. West Ashley High's seniors are encouraged to select challenging courses and to consider advanced placement and dual credit options. Seniors should also consider courses which can lead to industry certification and employment.

The courses which students select are the basis for the employment of teachers and the development of the master schedule. Any request for a schedule change should be made by the third day for a quarter class and the fifth day for a semester class.

Disclaimer: West Ashley High School makes every effort to ensure that the information in this Program of Studies is informative and accurate. However, new statutes and regulations may impact, negate, or change the implementation of the programs and/or courses described. This Program of Studies should in no way be seen as a contract but as a guide for students as they move through their high school years. This Program of Studies contains information current as of Summer 2023. As state and district policies and regulations are revised, updated information will be available in the West Ashley School Counseling Office. Some courses in this Program of Studies may not be offered due to lack of enrollment.

West Ashley High School Mission Statement

The mission of West Ashley High School is to encourage, educate, and empower every student to become a confident, self-directed, lifelong learner who values diversity and possesses the tools for academic, social, and personal achievement.

2023 - 2024 Course Descriptions and Registration Guide

South Carolina High School Diploma Requirements

In order to receive a state high school diploma, the student must have attended the high school issuing the diploma for at least the semester immediately preceding graduation except in the case of a bona fide change of residence to a location where the sending school will not grant the diploma.

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:

| Subject Area | Credits Needed |
|---|----------------|
| English Language Arts* | 4 |
| Mathematics* | 4 |
| Science* | 3 |
| United States History and Constitution* | 1 |
| Economics and Personal Finance | ½ |
| United States Government | ½ |
| Other Social Studies Elective | 1 |
| Physical Education or Junior ROTC | 1 |
| Computer Science** | 1 |
| World Languages*** | 1 |
| Or | |
| Career and Technology Education | 1 |
| Total Core Units | 17 |
| Electives: (must include Comprehensive Health****) | 7 |
| Total Credits | 24 |

*All students must take End-of-Course Examinations in order to meet graduation requirements set by the State Board of Education in the following courses: English 1, Algebra 1 (or Intermediate Algebra), Biology, and US History.

**All students must earn one unit of credit in Computer Science. 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.

***Students in a College Preparatory Program must earn one unit in a World Language. Many colleges and the South Carolina Department of Education recommend that college bound students earn 2 - 3 units in the SAME World Language. If a student does not plan to enter college, one unit in Career and Technology Education beyond the Computer Science unit must be earned.

****A unit of study which meets the Comprehensive Health Requirement must include a course completed by the student prior to graduation such as Personal Health and Wellness.

Computer Science Graduation Requirements

A unit of credit applied toward the Computer Science requirement may not also be used to meet the Mathematics requirements or the Career Technology Education requirements for graduation.

The following courses may count as a Computer Science credit.

- Advanced Animation
- Fundamentals of Computing Part I
- Advanced Computer Operating Systems
- Fundamentals of Computing Part II
- Advanced Computer Repair and Service
- Foundations of Animation
- Advanced Cyber Security
- Discovering Computer Science
- Advanced Networking
- Discovering Computer Science Part I
- Advanced Web Page Design and Development
- Discovering Computer Science Part II
- Advanced Server Administration
- Fundamentals of Web Page Design and Development
- AP Computer Science A
- Game Design and Development
- AP Computer Science Principles
- GIS 1
- Computer Forensics
- GIS 2
- Computer Operating Systems
- IB Computer Science HL-1
- Introduction to Computer Programming 1
- IB Computer Science HL-2
- Computer Programming 1 (with C++, JAVA, or Visual Basic)
- IB Computer Science SL
- IT Fundamentals
- Java Fundamentals and Java Programming
- Intermediate Computer Programming 2
- Networking Fundamentals
- Computer Programming 2 (with C++, JAVA, or Visual Basic)
- PLTW Computer Science Applications
- PLTW Computer Science Essentials
- PLTW Computer Science Principles
- Computer Repair and Services
- PLTW Cybersecurity
- Cyber Security Fundamentals
- PLTW Principles of Engineering
- Database Design and Programming with SQL
- SAS Programming 1
- Database Programming with PL/SQL
- SAS Programming 2
- Fundamentals of Computing
- Server Administration
- Business Data Applications
- IGCSE Computer Science
- Advanced Computer Programming

- Mobile Applications Development
- Information Systems
- Physical Computing and Control Systems

Overview of Course Offerings

The Program of Studies is designed to provide all students with a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st Century. Students must acquire academic knowledge, technical skills, problem solving abilities, and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students to assist them in selecting courses that will prepare them for future career options.

Any course taken for credit outside of the traditional school setting must be approved by the principal prior to enrollment in the course.

South Carolina End-Of-Course Examinations

After completion of the following courses, the State of South Carolina mandates an end-of-course examination:

- Algebra 1 (exam must be attempted by year 3 of their high school career)
- Biology 1: (exam must be attempted by year 2 of their high school career)
- English 2
- U. S. History and Constitution

Scores for these examinations will count as 20% of each student's overall grade in that course.

Work-Based Learning

The Charleston County School District's Work-Based Learning Program is a structured program that extends academic and career and technology coursework beyond the classroom. This program is designed to provide students with broad-based instruction in workplace expectations and training in their identified competencies related to their career goals.

Guidelines for Registering

All West Ashley High School freshman, sophomores, and juniors must register for eight units of high school credit. **Students must make an alternate course selection for each elective course.** Seniors are required to enroll in a minimum of 8 credits. Seniors will only be allowed a shortened schedule if they are approved as College and/or Career Ready. Students and parents should exercise good judgment in selecting alternatives, for these will 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. Placement in ninth grade Mathematics and Science courses is determined by the level of Mathematics achieved at the end of the eighth grade.

Placement in all other classes will be determined by grades, test scores, and teacher recommendations; students should not register for courses for which they are not prepared. It is very important to understand that each course begins at an expected level of student ability and performance.

Students are reminded that once school begins a change in course level may be impossible due to the lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen.

Availability of Classes

Decisions on course offerings are dependent upon student enrollment and teacher staffing. West Ashley High School reserves the right to cancel or eliminate courses for any given school year. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student's alternate choice will be used. If that course is also not available, the student will be consulted to make a new selection. If the student cannot be reached, his/her administrator or counselor will make the choice.

Grade Classification

Grade classification is determined only at the beginning of the school year.

Grade 9

In order to be classified as a ninth grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.

Grade 10

In order to be classified as a tenth grade student, the individual must have completed six units which include:

- One unit in English 1
- One unit in Mathematics

Grade 11

In order to be classified as an eleventh grade student, the individual must have completed twelve units which include:

- One unit in English 1
- One unit in English 2
- Two units in Mathematics
- One unit in Science

Students in the third year of high school will be administered the ACT or SAT and WorkKeys Assessments.

Grade 12

In order to be classified as a twelfth grade student, the individual must have completed eighteen units which include*:

- One unit in English 1
- One unit in English 2
- One unit in English 3
- Three units in Mathematics
- Two units in Science

In addition, the student must be enrolled in all other units, required and elective, needed to complete the graduation requirements.

*If a fourth-year student who has sixteen units and is enrolled in coursework 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 designated as a senior. However, designation as a senior is not a guarantee that graduation requirements will be successfully met.

College Credits While in High School

West Ashley High School students may also obtain college credits through the following programs:

Advanced Placement Courses are designed for students ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course. Students who miss the administration of the AP exam or choose to not take the exam will be assessed a fee for non-administration.

By South Carolina regulation, students enrolled in an Advanced Placement course funded by the State MUST take the Advanced Placement examination administered by the College Board. Most colleges award college credit to students who earn at least a rating of “3” out of a possible “5” on the examination while others require a score of “4” or “5”. Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward a college degree. Parents and students are advised to check with colleges for details. The student’s grade for a high school Carnegie unit will be based on the teacher’s course grades. The course grade will receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

Dual Credit Courses, whether they are taken at the high school where the student is enrolled or at a postsecondary institution, are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Individual students **only with the advanced approval of the principal or designee** may receive dual credit for courses taken from a college. Only courses applicable to baccalaureate or associate degrees offered by

accredited institutions in South Carolina may be accepted. College courses which meet these criteria and are offered via distance learning or on the internet also qualify. Students must receive prior approval for each term and course taken as dual credit. If prior approval is not sought, a student risks the DE course not being added to their high school transcript and not being calculated into their high school GPA. Please see your school counselor for a dual credit approval form before enrolling in any new course taken for the course to be added to the high school transcript.

Participating students receive high school Carnegie units toward high school graduation and also receive college credit from the cooperating college. A three-hour college course shall transfer as a 1.0 Carnegie unit at the high school. These courses receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale. Tuition, books and other college course fees shall be at the expense of the student or his/her parents or legal guardians. These courses receive an additional quality point weight of 1.0 on the South Carolina Uniform Grading Scale. **Dual credit college courses will be offered on the West Ashley High campus through a special arrangement with Trident Technical College and the College of Charleston. Fees may be associated with Dual Credit courses.**

Families are encouraged to verify with the College/University financial aid office for fees and supplies for the Dual credit course.

Students are responsible for verifying any college's acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college acceptance.

Students are strongly encouraged to take core academic courses towards high school graduation requirements within the high school due to the rigor and relevance of the high school program. Due to any potential or anticipated scheduling conflicts, students can be granted permission to take core academic courses towards high school graduation requirements as part of a Dual Credit or Virtual School Program.

The Teacher Cadet Program is a college level dual credit course intended for students interested in pursuing a career in education. Opportunities are provided for students to gain factual information about teaching as a profession as well as to observe and experience teaching activities in various school settings.

Students are responsible for verifying any college's acceptance of credits earned for Teacher Cadet. Enrollment in the course does not guarantee college acceptance.

Attendance / Denial of Credit

Attendance is a requirement for promotion and/or credit. Students must attend at least 120 hours to receive credit for any 1.0 credit class.

Notes for Absences

According to South Carolina State Law and Charleston County School District, it is a parent or guardian's responsibility to make sure your child attends school regularly. Failure to comply with this law may result in denial of credit, referral to the Department of Social Services or Family Court. All absences require a written explanation from a parent or guardian within three (3) school days of return from the absence. After three (3) days, only legal documentation (medical, court, DJJ) is accepted. Providing appropriate documentation for an absence is crucial in determining if credit for a class can be awarded or denied.

Incompletes

A teacher may give a grade of "incomplete" during the course of the school year if, in the teacher's professional judgment, an extension of time to complete course expectations is appropriate due to extenuating circumstances such as a documented illness or a death in the immediate family.

The teacher, student, and parent may develop and sign a contract for completion of the course which will not extend beyond the end of the next semester **or** the conclusion of the school year. The principal must approve the contract and it is at the principal's discretion to approve any extension of the contract. The student's incomplete grade will be reported as an "I". Once the work has been completed, the teacher will authorize the appropriate change in grade by completing the Charleston County School District Post Marking Period Grade Change Form. 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 grade point ratio. All final grades are numerical. An incomplete (I) cannot be a final grade.

Early Graduation

Course requirements are outlined for each grade level. Early graduation will be considered on an individual basis after the principal receives a written request from the parent(s) and student detailing reasons for the request which should be discussed with the student's school counselor. An early graduation application is required to process the request. Early graduation mid-year may result in loss of S.C. lottery-based scholarship. Early graduation students who complete mid-year do NOT receive class rank calculation. Commencement exercises will be held only at the end of the school year. Students are encouraged to take advantage of dual credit and other curriculum opportunities that will better prepare them for further studies and employment.

Late In / Early Out

The first priority given in course scheduling is to make certain that all students receive the strongest academic preparation possible. Seniors who are college and/or career ready will be considered for eligibility for a Late-In or Early-Out second semester assuming they are in good academic and behavioral standing. A Late-In or Early-Out will be considered only after all other courses are scheduled.

Schedule Changes

Students are urged to consider their course selections carefully during registration. Teacher assignments, course offerings, and class sizes are determined from registration information. The master schedule is developed based on course requests in the spring.

Students may request changes for the following reasons:

- A student has already received credit for the course.
- A student has failed a course and needs to repeat it.
- A student has not passed the prerequisite for the next course.
- A student has previously failed with a teacher and space is available in another section.
- A student does not have a full schedule.
- A student needs a CTE course for completer status.
- The administration determines a level change is necessary based on the recommendation of the teacher.
- The administration dissolves or creates a new section of a course due to scheduling constraints.

Please note the following with regard to schedules:

- Choice of teachers cannot be honored.
- Schedules cannot be changed to accommodate jobs before or after school.
- Schedules will not be rearranged to accommodate requests for Late Ins or Early Outs

Change of course selections may adversely affect eligibility for interscholastic competitions including athletics. Student-athletes should consult with the athletic director prior to making schedule changes.

Transfer Students into Charleston County

When a student transfers into Charleston County School District, the school counseling staff at the school analyzes the student's transcript. Most courses will be comparable to courses offered in Charleston County. District course numbers may be used when entering the data from the transcript. *See Appendix A for transfer credit procedures.*

In all transfers when a student is moving to the next level of instruction (i.e. transferring in French I and enrolling in French 2), the school may enroll the student in the higher level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred will remain on the student's record. Schedule changes require administrative approval and decisions should be made only after consultation with the teacher, student, and parent(s).

Transfer Students

High school schedules and course offerings vary from high school to high school both within Charleston County School District and from school district to school district.

Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester. Every effort will be made by the receiving high school to evaluate a student's transcript and move the student into the schedule with minimal disruption to the student's plan of study. Courses transferred from another South Carolina public school will be transferred with the grade and weight awarded by the sending school.

Converting Grades on Transcripts

When transcripts are received from accredited out-of-state schools, Non-Public 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 the transcript displays letter grades with no numerical averages, 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 63 numerical grade on the new scale. See State Board of Education Regulation 43-273 for complete information on transfers and withdrawals. The criterion for accepting transcripts from home schools is a local decision.

Pass (P) Fail (F) Grades

If the transcript 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. If no numerical average can be obtained from the sending institution, as to the appropriate numerical value of the "P" or the "F." If no numerical average can be obtained for the "P," an earned credit will be awarded and follow UGP Administrative Procedures for entering a "P" on the transcript. If no numerical average can be obtained from the sending institution on the "F," an "NP" will be entered on the transcript following UGP Administrative Procedures.

NOTE: A student transferring in from a High School League member school without a bona fide change of address would have to sit out one full academic school year before being eligible to participate on an athletic team. For complete information on transfer rules and regulations, please visit the High School League website at www.schsl.org.

Virtual SC Program

Virtual SC (formerly South Carolina Virtual) is a free, state-sponsored program which is an effective online learning opportunity for students. Online courses provide an effective alternative for motivated students to meet graduation requirements, resolve scheduling conflicts, as a homebound option, and to recover credit. They also provide a flexible option for students who require an alternative setting.

Enrollment in any virtual course must be approved by the principal or a school counselor. Registration information, dates

and deadlines and course offerings can be obtained by visiting <http://virtualsc.gov/>. All virtual school courses not taken through an approved program at the home school must be taken through Virtual SC. Please note that if a student has space in their schedule and the course is offered at West Ashley High School, the student will enroll in the course at West Ashley High before VirtualSC.

Commencement Exercises

Only those students who meet all requirements for graduation may participate in the commencement exercises held at the end of the school year.

Failure to complete graduation requirements will prohibit participation in commencement exercises. The school is not responsible for announcements, caps and gowns, or other graduation paraphernalia for those students who do not complete requirements.

Certificates

South Carolina Certificate of Attendance: This certificate is awarded to students who have completed the required units for the State High School Diploma but have failed any part of the South Carolina Exit Examination.

Charleston County School District Certificate of Achievement and the Charleston County School District Occupational Credential: These certificates are awarded to exceptional education students whose handicapping conditions may limit achievement in one or more academic disciplines but who complete a program of studies as specified in their Individual Education Plans.

Awards

For all State awards, only those students who are candidates for a South Carolina High School Diploma will be included in the calculation of class rank. Students in the Charleston County School District may receive the following awards:

Charleston County School District Board Scholar Certificate

This certificate is awarded to graduating seniors based on GPA calculated at the end of the third nine weeks grading period. A student must achieve a four-year GPA of 4.25 or better on the South Carolina Uniform Grading Scale with no rounding up or down. All completed courses are used in the calculation. No "in-progress" courses will be calculated.

Selection of Honor Graduates

To be named first or second honor graduate a student must, at a minimum:

1. Have been enrolled in the school for the entire junior and senior years; and
2. Have the highest GPA in the senior class after third quarter grades are posted and after dual credit courses taken in the Spring semester of the senior year are posted to the transcript and calculated into the GPA.

In the event two or more students tie, the students will share the honor. Class rank calculation will apply only to students who receive a South Carolina High School Diploma.

Interscholastic Activity Eligibility

Eligibility for Activities

The South Carolina High School League has implemented academic standards for any student who wishes to participate in interscholastic activities and competition. Students must earn passing grades to qualify to play sports, participate in band, or participate in other competitive activities between high schools.

Interscholastic Athletic Activities

To participate in interscholastic athletic activities, students in Grades 9-12 must achieve an overall passing average in addition to the following:

1. To be eligible in the first semester a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school.
2. To be eligible during the second semester the student must meet one of the following conditions:
 - a. If the student met first semester eligibility requirements then he or she must pass the equivalent of four, $\frac{1}{2}$ units during the first semester.

- b. If the student did not meet first semester eligibility requirements then he or she must pass the equivalent of five, ½ units during the first semester.
- 3. Students must satisfy eligibility requirements in the semester preceding participation. Credits earned in summer school approved by the State Department of Education may apply for first semester eligibility. A maximum of two units per year may be used.
- 4. A maximum of two credit recovery units may be used toward eligibility, to include the two units presently allowed in summer school. The course would have to be accepted by the State Department of Education for graduation and accredited by a certified teacher in that field. To be eligible for recovery credits, the student must have received a minimum grade of 60.

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 or II athletics.

Questions regarding NCAA eligibility should be directed to the athletic director or a school counselor. Information pertaining to the NCAA, can be found at <http://eligibilitycenter.org>. Students are responsible for ensuring NCAA eligibility and should go to the above website to obtain a copy of the NCAA Guide for the College-Bound Athlete.

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.

Questions regarding NAIA eligibility should be directed to the Athletic Director or a school counselor. Information pertaining to the NAIA, can be found at www.naia.org. Students are responsible for ensuring NAIA eligibility and should go to the above website to obtain a copy of the NAIA Guide for the College-Bound Student-Athlete.

Grading Policy, Grade Ratio and Class Rank

Grade Changes

Grades can only be changed on a grade card, transcript or permanent record if the Post-Marking Period Grade Change Form is used, the form contains all required signatures, and the form is filed in the student’s permanent record.

South Carolina Uniform Grading Scale

As required by State law, the South Carolina Uniform Grading Scale is in effect for all students.

| Letter Grade | S. C. Uniform Grading Scale |
|--------------|-----------------------------|
| A | 90 – 100 |
| B | 80 – 89 |
| C | 70 – 79 |
| D | 60 – 69 |
| F | 59 or below |

All grades will be interpreted for all purposes using the South Carolina Uniform Grading Scale. Numerical grades will appear on the report card.

Course Audits

A grade of “audit” (AU) may be given if a student attends a class with no expectation of receiving credit. A student who transfers to a high school late in the semester may be added to a course for audit. The (AU) will be reflected on the high school transcript.

Withdrawing from a Course

With the first day of enrollment in the course as a 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.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the WF (as a 50) will be calculated in the student’s overall grade point average. 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. Course level changes are not granted beyond the quarter term.

Students who dropout 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 policies:

- The student will receive a WP if he or she is passing the course. The grade of WP will carry no Carnegie units and no quality points will 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 Carnegie units but will be factored into the student’s GPA as 51.

If a student fails a course due to excessive absences, a 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 50.

Retaking a Course

Any student may retake a course at the same level of difficulty if the student has earned a D, P, NP, WP, FA, WF or an F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. A student who has taken a course for a unit of high school credit prior to the ninth grade year may retake the course at the same difficulty level regardless of the grade he or she has earned. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. All course attempts from middle and high school will show on the transcript. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

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 or before the next sequential course (whichever comes first). 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). For all grade levels, all courses will remain on the transcript. However, only the highest grade will be used in figuring the student’s GPA.

South Carolina Uniform Grading Policy Weights for Class Rank, Life Scholarship Qualification, and All Other Purposes

Honors credit may be earned only for courses that have published syllabi that establish higher standards. Honors credit may be awarded at all levels of English, Science, Mathematics, and Social Studies but only for the third and fourth levels in a course sequence in other content areas.

- Honors/pre-IB - add .5 quality points
- Dual Credit/Advanced Placement (AP)/International Baccalaureate (IB) - add 1.0 quality points
- GPA - calculated as an average of quality points

The formula will yield the student’s GPA that can be ranked from highest to lowest rank in class. The GPA will be calculated to three decimal places. All diploma candidates will be included in the ranking. Students who tie for a rank will share the rank.

Grade Point Average will be calculated using the following formula:
$$\text{GPA} = \frac{\text{Sum (quality points x units attempted)}}{\text{Sum of units attempted}}$$

Example

| Student A | Grade | Quality Points | Unit |
|--------------------------------------|-------|----------------|------------|
| English 1 CP | 91 | 4.1 | 1.0 |
| Algebra 1 CP | 87 | 3.7 | 1.0 |
| Physical Science Earth Science CP | 94 | 4.4 | 1.0 |
| World Geography Honors | 83 | 3.8 | 1.0 |
| Physical Education CP | 92 | 4.2 | .5 |
| French 1 CP | 84 | 3.4 | 1.0 |
| SUM | | | 5.5 |

Computation (quality points x units) of GPA:

| Course Name | Quality Points | Unit | Quality Points x Units |
|--------------------------------------|----------------|------------|------------------------|
| English 1 CP | 4.1 | 1.0 | 4.1 |
| Algebra 1 CP | 3.7 | 1.0 | 3.7 |
| Physical Science Earth Science CP | 4.4 | 1.0 | 4.4 |
| World Geography Honors | 3.8 | 1.0 | 3.8 |
| Physical Education CP | 4.2 | .5 | 2.1 |
| French 1 CP | 3.4 | 1.0 | 3.4 |
| Sum of Units Attempted | | 5.5 | 21.49 |

$$\text{GPA} = \frac{21.49}{5.5} = 3.909$$

Computations will not be rounded to a higher number.

Level Change

Level change requests are considered with a written parent request **if class space allows and without major disruption to the current schedule.** Students may request a change in instructional level within the time frame identified on page 12.

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 upward must be completed by the end of the first grading period of a course. **Level changes must be approved by the administration.

Foreign Exchange Program

Charleston County School District students who spend a year studying in a foreign country in an approved exchange program are to be afforded an opportunity to earn credits.

1. The student must obtain prior approval in writing from the home school principal before going abroad.

2. A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Mathematics, Science, Social Studies, World Language, and Career and Technology Education courses should be closely associated with our own offerings. A student may be required to earn his/her English credit on his/her return to Charleston County School District or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States History, American Government, and Economics have to be taken here.
3. A certified transcript from the exchange school must be received prior to awarding credit.
4. Attendance periods in foreign countries would have to reasonably approximate our own.
5. All credits attempted must be reflected on the transcript.

Foreign students who visit this country and attend our schools will be given an opportunity to learn about our country and its people. However, Charleston County School District is under no obligation to award a South Carolina High School Diploma to foreign exchange students. West Ashley High School reserves the right to limit the enrollment of foreign exchange students because of overcrowding or lack of availability of certain courses.

National Standardized Assessments

Advanced Placement Exams are the final step in an AP class. These standardized exams are designed to measure how well a student has mastered the content and skills of the course — a successful score could even earn credit and advanced placement in college. Most exams are two to three hours long. The first part of the exam usually consists of multiple-choice questions. The total exam score on the multiple-choice section is based only on the number of questions answered correctly. The second part of the exam usually consists of free-response questions that require the student to generate their own responses. Depending on the exam, the responses could be in the form of an essay, a solution to a problem, or a spoken response.

The Pre-ACT: PreACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, reading and science. Results predict future success on the ACT test, and provide both current achievements and projected future ACT test scores on the familiar 1-36 ACT score scale.

The PSAT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) has two primary purposes. It introduces the student to the organization and types of questions found on the SAT and helps students to predict their scores on the SAT. The junior year PSAT scores are used in selecting semi-finalists for the National Merit Scholarship awards, early college admissions, and programs such as the Governor’s School and college Junior Scholar/Fellow awards. The PSAT is given only once each year in October.

College Entrance Examinations

Both the SAT and ACT scores are accepted by all state-supported colleges and universities for admission, as well as for LIFE scholarship qualification.

The ACT (American College Test) consists of four sections composed of English, Mathematics, Reading, and Science. Like the SAT, the ACT also includes an essay section. However, unlike the SAT, the ACT essay is not mandatory. Students should check with their prospective colleges to see if they need to complete the essay. Rather than a total score, the ACT gives a composite or average score for the test. While the SAT is a test designed to measure a student’s aptitude for college work, the ACT is an achievement test that measures what has been learned in high school.

The SAT (Scholastic Aptitude Test) is a three-and-a-half-hour test which includes three sections - Mathematics, Critical Reading, and Writing. The reading portion tests the student’s vocabulary, verbal reasoning, and reading comprehension. The mathematics portion tests the student’s ability to solve problems involving arithmetic reasoning, algebra, and geometry. Each section is scored on a 200 - 800 point scale. The SAT Essay is a lot like a typical college writing assignment in which the student is asked to analyze a text. Three scores for the SAT Essay—one for each dimension—ranging from 2–8 points will be reported. There is no composite SAT Essay score (the three scores are not added together) and there are no percentiles.

Career Readiness Assessment

W.I.N. The WIN assessments are based on a compilation of prevailing employer-focused research including, but not limited to, U.S. Department of Labor Survey of Necessary and Comprehensive Skills (SCANS); U.S. Department of Labor

Building Blocks Competency Model (Tiers 1-3); U.S. Department of Education Employability Skills Framework; National Network of Business and Industry Associations Common Employability Skills; and Center for Literacy, Education & Employment, Equipped for the Future standards. The assessments are criterion-referenced against an absolute standard or “criterion” for performance. Thus, the assessments measure mastery of specific learning objectives rather than comparing an individual’s scores to the performance of other test takers. WIN consists of four timed tests: Applied Mathematics, Locating Information, and Reading for Information, and an Essential Soft Skills Assessment.

Trident Technical College

Placement Testing for Admission

If students are applying for admission to Trident Technical College’s associate degree, diploma, or certification programs, they may be required to take a placement test, which includes writing skills, reading, and math components. To schedule a time for this test, contact Trident Technical College’s Testing Services at 843-574-6410. Students may be able to exempt comparable portions of the placement test if they have qualifying SAT or ACT scores.

ACCUPLACER (College Board Placement Exam)

Students who have applied for admission to Trident Technical College will be notified by the Admissions Office if they need to take the ACCUPLACER Exam. Students with qualifying scores on the SAT or ACT may not need to take the test.

Developed by the College Board, ACCUPLACER was designed to help students entering two-year colleges succeed in their educational goals. Accuplacer is a suite of tests that quickly, accurately, and efficiently assess reading, writing, math, and computer skills.

AP Students and Parents of AP Students

We want West Ashley High students to take challenging courses and to become disciplined students, who can effectively organize their time to incorporate study, pursuit of their extracurricular activities, community service and down time with family and friends. Although AP courses are challenging, most students can achieve success and earn a 3 or higher on the AP test, if they have the time to study outside of class.

WAHS teachers have estimated the amount of time needed in study for a student recommended for AP courses. Please use the AP course time tabulation table below to assist with course load.

| AP Course | *Estimated Study Hours/Week | Hours for courses you registered for |
|--------------------------|-----------------------------|--------------------------------------|
| AP English Language | 2 hours | |
| AP English Literature | 2 hours | |
| AP Calculus AB | 3-4 hours | |
| AP Statistics | 2-3 hours | |
| AP Environmental Science | 5 hours | |
| AP Biology | 3 hours | |
| AP Chemistry | 2-3 hours | |
| AP Physics 1 | 2-3 hours | |
| AP European | 3 hours | |
| AP Human Geography | 3-4 hours | |
| AP Psychology | 2-3 hours | |

| | |
|---|-----------|
| AP World History | 3-4 hours |
| AP US History | 5-7 hours |
| AP Microeconomics | 3 hours |
| AP US Government and Politics | 2-3 hours |
| AP Computer Science Principles | 2-3 hours |
| *Students who waive into classes will need to allocate additional time to be prepared to earn a 3 or higher on the AP exam. | |
| Your total outside of class AP study hours/week: | |
| Estimated study hours/week for other courses: | |
| Hours/week for extracurricular/sports/community service: | |
| Your total hours/week: | |
| Your total hours/day: | |

One organization summed up the AP rigor in the following:

“The workload in A.P. courses is often heavy. They demand a serious commitment of time and energy from students. AP courses are designed to expose you to college level course requirements. If standard high-school courses haven't challenged you to develop effective study skills, an A.P. class will...If you are involved in a lot of extracurricular activities or work after school, think very hard about committing to an A.P. course. Make sure that your schedule permits ample time to devote to these classes.” (Pathways to Post-Secondary Education).

Beyond High School

College Bound

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.

1. Select coursework that meets college entrance requirements.
2. Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college and career goals.
3. Determine the required courses for your intended college major.
4. 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.
5. Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.
6. In developing their Individual Graduation Plans, seniors may elect to take courses at institutions of higher learning. These courses may involve costs to you but may complement 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 Department 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. Taking the PSAT in your 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. Naviance (Naviance.com) is the newest resource for exploration of careers, resume writing information, college, and scholarship information. This computer-based career information delivery system is available at West Ashley High. Students may obtain the needed username and password from their school counselor.
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. Ask for teacher and counselor recommendations.
8. Submit applications through the School Counseling Department Office.
9. Apply for financial aid and/or scholarships. Do not rule out smaller, private colleges due to costs.

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).

English

Four units: At least two units must have strong grammar and composition components; at least one must be in English literature; and at least one must be in American literature. Completion of College Preparatory English 1, 2, 3, and 4 will meet this criterion.

Mathematics

Four units: These include Algebra 1, Algebra 2, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra 3, Pre-Calculus, Calculus, and Probability and Statistics and should be taken in the senior year.

Laboratory Science

Three units: Two units must be taken in two different fields of the physical or life sciences and selected from among Biology, Chemistry, Earth Science or Physics. The third unit may be from the same field as one of the first two units (Biology, Chemistry, or Physics) or from any laboratory science for which Biology and/or Chemistry is a prerequisite. Courses in Earth Science or environmental science for which Biology and/or Chemistry is not a prerequisite will not meet this requirement.

Modern and Classical Languages

Two units: Two units of the same modern or classical language (some colleges require three units).

Physical Education/ROTC

One unit: Physical Education or ROTC

Social Science

Three units: One unit of U. S. History is required; ½ unit of Economics and ½ unit of Government as well as one additional unit of another social science.

Fine Arts

One unit: One unit in Appreciation of, History of, or Performance in one of the fine arts.

Electives

One unit must be taken as an elective. A college preparatory course in Computer Science is strongly recommended for this elective.

Other acceptable electives include college preparatory courses in English, Fine Arts, Modern and Classical Languages, Social Science, Humanities, Laboratory Science (excluding Earth Science, Environmental Science, or other introductory Science courses for which Biology and/or Chemistry is not a prerequisite) or Mathematics above the level of Algebra 2.

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

The South Carolina Commission on Higher Education (CHE) website is located at www.che.sc.gov and contains valuable information for students and parents.

Although school counselors are available for academic advising, students and their parents are responsible for making certain that the student's Individual Graduation Plan (IGP) meets the requirements of both the intended diploma and college of choice.

Curriculum Framework

Overview

South Carolina high school students face many challenges - 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 West Ashley High School includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan.

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

West Ashley High School strives to provide a comprehensive curriculum to address the individual needs of all of our 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.

Framework Design

A comprehensive curriculum framework includes the following elements:

- Schools of Study
- Clusters of Study
- Majors within each cluster of study
- Individual Graduation Plan
- Recommended curriculum for an IGP
- Standardized IGP form

A **school of study** is a way to organize the curriculum into broad program areas that are interrelated in nature and that relate to various professions and academic areas of study. There are four schools of study in our framework:

- School of Arts and Humanities
- School of Business and Information Systems
- School of Mathematics, Science and Engineering
- School of Health, Human and Public Services

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 course work and learning experiences around areas of interest. Clusters of study are designed to provide a seamless transition from high school to post-secondary study and/or the workforce. Nationally and in South Carolina there are 16 national clusters of study as a means of organizing curriculum. They are:

- Arts and Communication
- Education and Training

- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Marketing
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Manufacturing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics
- Health Science
- Human Services
- Government and Public Administration
- Law, Public Safety, Corrections, and Security

A cluster of study has several **majors**. 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. Students are asked to select a cluster of study prior to the tenth grade. By the end of the tenth grade, students are asked to select a major, focusing their academic and elective interest in a specific area. With careful planning some students may complete more than one major.

Students can change a cluster or major if their interests change. Students are never locked into a specific cluster or major. Although students need to declare a major by the end of the tenth grade, completion of a major is not a requirement for a South Carolina High School Diploma.

An **Electronic Individual Graduation Plan (eIGP)** is a document used to assist students and their parents in exploring educational and professional possibilities and in making appropriate secondary and post-secondary decisions. It can be modified over time as the student’s interests and skills develop or change. The eIGP is based on the student’s academic record, work and general life experiences, and the results of assessments, such as career inventories and achievement tests. On a yearly basis, the eIGP should be modified to include courses required for graduation, courses required for a specific major, electives chosen related to a specific major, and extended learning opportunities related to the major.

Graduation Recognition for Completed Majors

A student who completes a major as defined in the Curriculum Framework will “walk” at graduation with a cord representing the School of Study. Each of the Schools of Study will have a separate color. Students may be completers in more than one major in a cluster, or more than one major in multiple clusters and may wear cords accordingly. Senior transcripts and Individual Graduation Plans will be reviewed to identify qualifying students.

Charleston Regional Youth Apprenticeships

Regional employers are offering rising high school juniors, seniors and graduating seniors the opportunity to get paid to learn. Youth apprentices receive paid on-the-job training along with classroom instruction at Trident Technical College through TTC's Workforce Academies. All tuition and costs for apprenticeship-related courses are paid for by the Charleston Metro Chamber of Commerce for students who are hired as youth apprentices by participating employers.

Apprenticeships are Available in the Following Areas:

| | | |
|-------------------------|------------------------------|---|
| Industrial Mechanics | Culinary Arts | Emergency Medical Technician |
| Machine Tool Technology | Hotel Operations | CNA / Pre-Nursing |
| Computer Networking | Bookkeeping / Pre-Accounting | Medical Office Assistant |
| Cybersecurity | Civil CAD Technician | Air Conditioning & Refrigeration / HVAC |

| | | |
|--|--|--------------------------|
| | Security / Pre-Law Enforcement | Automotive Technology |
| | Engineering Assistant (for students in PLTW courses) | Logistics/Transportation |

Students who complete the two-year program will receive:

- Paid employment and mentoring from an industry professional
- A high school diploma (for those still taking high school classes)
- One year of college credit from **TTC** free of charge
- A completion certificate for coursework that may be applied to an associate degree
- National credentials from the U.S. Department of Labor
- Two years of work experience
- Marketable skills for life

To be eligible, a student must:

- Be a rising junior or senior (at least 16 years of age) or a graduating senior
- Achieve qualifying placement test scores
- Demonstrate academic readiness and responsibility
- Have reliable transportation to work and to school
- Be legally able to work in the U.S.

To start the process, students must complete and submit all sections of the Youth Apprenticeship Application Packet, including proof of qualifying scores on the ACCUPLACER Placement Test. To schedule an appointment at our Testing Center, call 843-574-6410. *Mechanical Aptitude Test may be required for manufacturing, HVAC and automotive apprenticeships.

Youth Apprenticeships FAQs

What are Youth Apprenticeships?

Apprenticeships are flexible training programs that cultivate well-educated, highly skilled workers able to meet the demands of a competitive global economy. Youth apprenticeships are open to high school juniors, seniors and graduating seniors, giving them the opportunity to earn while they learn through paid on-the-job training under the direction of an industry mentor. Youth apprentices also take college classes that directly relate to their apprenticeship.

Will my high school schedule change?

Your high school schedule will be adjusted to accommodate the college courses you will be taking at TIC. Youth apprentices usually take high school classes in the mornings and their TTC classes in the afternoons. Your high school counselor will work with you to ensure you meet all of your academic goals and that you are on track to graduate with your high school diploma.

Can I still participate in sports or other extracurricular activities?

Probably not. There simply won't be room in your schedule. Becoming a youth apprentice requires a serious commitment of time, effort and energy. You will be working a minimum of five hours per week for your employer during the academic year and then full time during the summer between the two years of the program. In addition to regular high school classes, youth apprentices take a specific sequence of college courses each semester over the course of two years. The program is designed for motivated students interested in gaining work experience, on-the-job and in-the-classroom training, and professional connections while still in high school. The demands of the program are significant, but so are the rewards.

How do I apply?

Talk to your high school counselor and ask for a Youth Apprenticeship application and a Dual Credit Application, or go online: www.tridenttech.edu/career/workforce/car_youth_apprenticeships.htm.

Return the fully completed packet to your school counselor or to the Office of High School Programs in Building

700/Room 101-B at TTC's Main Campus, 7000 Rivers Ave. in North Charleston. You may email it to Ellen Kaufman at ellen.kaufman@tridenttech.edu or Tanisha Hook at tanisha.hook@tridenttech.edu. Fax it to 843.574.6489. Mail it to Trident Technical College, Office of High School Programs, P.O. Box 118067, Charleston, SC 29423-8067.

Once my application is complete, am I in the program?

Qualifying placement test scores and a complete application packet are only the first steps. You have to be called for a job interview by one of the participating employers and then receive and accept a job offer. You must be hired by one of the participating companies to become a youth apprentice.

Need more help?

We get it! The process may seem daunting until you talk to someone. If you have questions that haven't been answered or need some help getting started or completing the application, call Ellen Kaufman in the Office of High School Programs at 843.574.6990, or email ellen.kaufman@tridenttech.edu.

Trident Technical College Youth Apprenticeship Opportunities

| Hospitality and Tourism | |
|-------------------------|------------------|
| Culinary Arts | Hotel Operations |

| Information Technology | |
|------------------------|------------------------------|
| Computer Networking | Programming / Cyber Security |

| Manufacturing | |
|---------------------|---------|
| Industrial Mechanic | Welding |

| Contractual Services | |
|----------------------|-----------------------|
| HVAC | Automotive Technology |

| PLTW Engineering Assistant | |
|----------------------------|--------------------------------|
| Engineering Pathway | Engineering Technician Pathway |

| Engineering Design Graphics |
|--|
| Civil CAD (Computer Aided Design) Technician |

| Criminal Justice |
|--------------------------------|
| Security / Pre-Law Enforcement |

| Health Care | | |
|--------------------------|-----------------|-----|
| Medical Office Assistant | CNA Pre-Nursing | EMT |

Qualifying ACCUPLACER scores can be found here:

https://www.tridenttech.edu/career/workforce/car_youth_apprenticeships_list.htm. Select ACCUPLACER to view the Test Score Requirements.

Qualifying SAT / ACT scores may be submitted in lieu of ACCUPLACER in some cases. *Only certain companies in Manufacturing will require Writing and Math scores in addition to Reading.

Students interested in HVAC, Industrial Mechanics, Machine Tool Technology or Automotive Technology MUST take the Mechanical Aptitude Test at TTC's Testing Center. For test appointments, call 843.574.6410.



English Language Arts

Introduction

The South Carolina College-and-Career-Ready Standards (SCCCR) in reading, writing, and communication serve as the backbone for the grade specific standards that define the content of each course. At the high school level, all components of English Language Arts—reading, writing, language and communication—must be reflected at each grade level and in every course’s content. Instruction will require a shift from teaching a particular text, especially in the area of literature, to teaching the standards using a variety of text types. Oftentimes, multiple standards in multiple areas can be taught through a single rich instructional task. The South Carolina College-and-Career-Ready (SCCCR) Standards for English Language Arts are designed to ensure that South Carolina students are prepared to pursue and become successful in economically viable career opportunities or complete a postsecondary education that leads to a successful career.

Students advancing through High School ELA courses are expected to meet each year’s grade specific standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High School core English courses engage students in the skills, strategies, and processes required to effectively read, write, communicate, and apply the South Carolina inquiry-based literary standards to their work.

In order to receive a South Carolina high school diploma, students are required to earn at least four core units in English. Core English units may be earned through the following English courses: English 1-4, Advanced Composition, AP English Literature and Composition, and AP English Language and Composition. In addition, students may take Dual Enrollment English/Language Arts. All other offerings in the English department are electives.

According to the SC College-and Career-Ready Standards:

“By the end of English 4, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia texts.”

(SC College-and Career-Ready Standards for ELA p. 89)

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| Ready for High School Literacy | 305700CW | 1 |
| English 1 | 302400CW | 1 |
| English 1 Honors | 302400HW | 1 |
| English 2 | 302500CW | 1 |
| English 2 Honors | 302500HW | 1 |
| English 3 | 302600CW | 1 |
| English 3 Honors | 302600HW | 1 |
| Advanced Placement English Language and Composition | 307100AW | 1 |
| English 4 | 302700CW | 1 |
| English 4 Honors | 302700HW | 1 |
| Advanced Placement English Literature and Composition | 307000AW | 1 |
| Dual Enrollment English Composition I (ENG 101) | 301500EW | 1 |
| Dual Enrollment English Composition II (ENG 102) | 301600EW | 1 |
| Dual Enrollment American Literature Survey (ENG 203) | 303600EW | 1 |
| Dual Enrollment Literature (ENG 205) | 303700EW | 1 |
| Creative Writing | 303200CW | 1 |
| Yearbook Production 1 | 305400CW | 1 |
| Yearbook Production 2 | 309932CW | 1 |

Listed below are the grade level and course descriptions for High School English Language Arts courses.

High School English Language Arts

Ready for High School Literacy

Prerequisite: Administrative placement / Students will take English 1 concurrently with Ready for HS Literacy

This course is designed for students with Reading Lexile levels between 400 and 600. The Language! Program is used in conjunction with other strategies to address the needs of struggling adolescent literacy learners. The comprehensive literacy curriculum focuses on both the word level and comprehension skills. This course will meet yearlong on alternating days with selected sections of English 1 CP. This course is for elective credit only.

English 1

The English 1 course provides a **foundational** study of literary genres such as novels, short stories, poetry, drama, and literary nonfiction as well as the comprehension and analysis of informative / explanatory text through the use of authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

As required by the South Carolina End-of Course Examination Guidelines, students enrolled in English 1 are required to take an examination. This state-administered final exam counts as 20 percent of the student's final grade during the semester in which the course is completed.

English 1 Honors

Recommended Prerequisite: Teacher Recommendation

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

English 2

Prerequisite: English 1

English 2 is an **in-depth** study of multicultural literature and literary nonfiction such as novels, short stories, poetry, drama, and literary nonfiction as well as the comprehension and analysis of informative/explanatory text through the use of authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

English 2 Honors

Recommended Prerequisite: 85% in English 1 or 80% in English 1 Honors

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

English 3

Prerequisite: English 2

English 3 **introduces** global perspectives focusing on literary and informational texts from diverse cultures through the use of authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

English 3 Honors

Recommended Prerequisite: 85% in English 2 or 80% in English 2 Honors

This course develops skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics at or above the level of college-readiness benchmarks. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Advanced Placement English Language and Composition

Recommended Prerequisite: 80% in English 2 Honors

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and their sources of language contribute to effectiveness in writing (see the AP English Language and Composition Teacher's Guide for ideas on readings and sample curricula).

Occasionally the exam may contain multiple-choice questions on usage to reflect the link between grammar and style. The intense concentration on language use in the course enhances students' ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose.

English 4

Prerequisite: English 3

English 4 completes the global perspective initiated in English 3 by studying British and world literature. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

English 4 Honors

Recommended Prerequisite: 85% in English 3 or 80% in English 3 Honors or AP English Language and Composition

This course continues to develop skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics at or above the level of college-readiness benchmarks. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Advanced Placement English Literature and Composition

Recommended Prerequisite: 80% in English 3 Honors or 75% in AP English Language and Composition

AP English Literature and Composition engages students in the close reading and critical analysis of imaginative literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit such as those by the authors listed. Students place their emphasis on content, purpose, and audience as they write and engage in varied writing tasks practicing prose styles from many disciplines and historical periods.

Each student enrolled in Advanced Placement Language and Composition is required to take the AP Exam at the end of the course. Many colleges and universities grant college credit or placement through qualifying AP Exam scores. This course serves as English 4 for participating students.

Dual Enrollment English Composition I (ENG 101)

Recommended for Grade 11 or 12; Prerequisite: SAT - Evidence-based Reading / Writing 530; ACT - English 19; Accuplacer - Reading 237 and Writing 237

This course is a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. It also reviews standard usage and presents basic research techniques.

Dual Enrollment English Composition II (ENG 102)

Recommended for Grade 11 or 12; Prerequisite: Dual Enrollment ENG 101 - 71%

This course includes the development of writing skills through logical organization, effective style, literary analysis, research and an introduction to literary genres.

Dual Enrollment American Literature Survey (ENG 203)

Recommended for Grade 11 or 12; Prerequisite: Dual Enrollment ENG 102

This course is a survey of American literature: major authors, genres and periods.

Dual Enrollment English Literature (ENG 205)

Recommended for Grade 11 or 12; Prerequisite: Dual Enrollment ENG 203

This course covers the study of English literature from the Old English period to the Romantic period with emphasis on major writers and periods.

Creative Writing

This course is designed for students who are highly motivated to write creatively. Students will write in a variety of formats including journal entries, recollections, poetry, drama, and fiction. Students will be expected to self-direct independent projects and to work in small groups to peer-edit and revise.

Yearbook Production 1

Recommended for Grade 10, 11 or 12; Recommended Prerequisite: Application required

This course is designed for students actively involved in the production of a school yearbook. Students should possess average or above average verbal and writing ability. Teacher recommendation may be required.

Yearbook Production 2

Recommended for Grade 10, 11 or 12; Recommended Prerequisite: Application required

This course is designed for students actively involved in the production of a school yearbook. Students should possess average or above average verbal and writing ability. Teacher recommendation may be required.



Mathematics

Introduction

A quality mathematics program is essential to help students develop ways of thinking, solving problems, communicating mathematically, and making decisions that enable them to become informed citizens and consumers, competent employees and employers, and productive members of society.

In order to receive a South Carolina High School Diploma, students are required to earn at least four (4) units in mathematics. 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. (See www.che.sc.gov for more information.)

The South Carolina End-of-Course Examination Program (EOCEP) includes an end-of-course examination for mathematics. At the end of Algebra 1 or Intermediate Algebra, students are required to take the SC Algebra 1 End-of-Course Exam. This examination counts 20% of the student's final grade in either Algebra 1 or Intermediate Algebra.

Dual Credit 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 high school to earn both Carnegie units and college credit for those particular courses.

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|---|------------------|--------|
| Ready For High School Math | 314500CW | 1 |
| Algebra 1 | 411400CW | 1 |
| Algebra 1 Honors | 411400HW | 1 |
| Geometry | 412200CW | 1 |
| Geometry Honors | 412200HW | 1 |
| Algebra 2 | 411500CW | 1 |
| Algebra 2 Honors | 411500HW | 1 |
| Algebra 3 | 411300CW | 1 |
| Probability and Statistics | 414100CW | 1 |
| Probability and Statistics Honors | 414100HW | 1 |
| Pre-Calculus | 413100CW | 1 |
| Pre-Calculus Honors | 413100HW | 1 |
| Advanced Placement Calculus AB | 417000AW | 1 |
| Advanced Placement Statistics | 417100AW | 1 |
| Dual Enrollment Algebra MAT 110 | 413300EW | 1 |
| Dual Enrollment Trigonometry MAT 111 | 413400EW | 1 |

High School Mathematics

Ready for High School Math

Prerequisite: Administrative placement / Students will take Algebra 1 concurrently with Ready for HS Math

This course emphasizes an understanding of mathematical concepts rather than memorizing procedures. Students learn why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Ready for High School Math develops critical thinking skills that students will use throughout their high school studies.

Algebra 1

This course is designed to provide students with a strong background in algebraic concepts and processes. It includes writing expressions, solving linear equations, operations with polynomials, factoring, linear functions and word problems. Students will also be introduced to nonlinear functions such as exponentials and quadratics. Upon completion of this course, students are required to take the **SC Algebra 1 End-of-Course Exam** which will count 20% of the final grade. End-of-Course Exam must be attempted by the 3rd year enrolled in High School.

Algebra 1 Honors

Teacher Recommendation Required

This course examines relationships between quantities and expressions, reasoning with linear equations and inequalities, creating, modeling and analyzing linear, quadratic and exponential functions, interpreting functions, and using function notation. This course helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical skills. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity. Requires End of Course Exam.

Geometry

Prerequisite: Algebra 1, Algebra 1 Honors, or Intermediate Algebra

This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Topics include logic and proof, parallel lines, polygons, perimeter, area analysis, volume, surface area analysis, similarity, congruence, trigonometry, and analytic geometry. **Geometry may be taken concurrently with Algebra 2.**

Geometry Honors

Recommended Prerequisite: 80% in Algebra 1 Honors or 85% in Algebra 1 OR 80% in Algebra 2 or 85% in Algebra 2 Honors

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Algebra 2

Prerequisite: Algebra 1 or Intermediate Algebra

This course is designed to provide students with a strong background in algebraic concepts and processes. Topics include understanding algebraic and geometric representations of functions to include the following: quadratic, square root, absolute value, rational, exponential, and logarithmic. Polynomials, sequences, series and conic sections are also introduced. This course is recommended to be taken after Geometry or Geometry Concepts. **Algebra 2 may be taken concurrently with Geometry.**

Algebra 2 Honors

Recommended Prerequisite: 80% in Algebra 1 Honors or 85% in Algebra 1 OR 80% in Geometry or 85% in Geometry Honors

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Algebra 3

Prerequisite: Algebra 2 and Geometry

This course focuses on the study of functions and advanced mathematics concepts to solve real world and mathematical problems. It includes a study of polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is designed for students who have taken Algebra 2 but who would benefit from a stronger background before attempting Pre-calculus. It is a bridge between Algebra 2 and Pre-calculus, including some of the culminating topics of Algebra 2 and some of the introductory topics of Precalculus.

Probability and Statistics

Prerequisite: Geometry and Algebra 2

This course encompasses the design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of analyzing data; and basic concepts of probability. This course is designed to introduce the methods used in the field of applied statistics.

Probability and Statistics Honors

Prerequisite: Honors Geometry and Honors Algebra 2

This course encompasses the design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of analyzing data; and basic concepts of probability. This course is designed to introduce the methods used in the field of applied statistics. This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Pre-Calculus

Prerequisite: Geometry and Algebra 2

This course is designed to provide students with an enhanced understanding of functions and their applications as well as strengthening students' mathematical reasoning and problem-solving skills. Topics include; trigonometry, parametric equations, vectors, polar coordinates, complex numbers, matrices, polynomial functions, rational functions, exponential functions, logarithmic functions, sequences, series, and limits.

Pre-Calculus Honors

Prerequisite: 80% in Honors Algebra 2 or 85% in Algebra 2 and 80% in Honors Geometry or 85% in Geometry

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Advanced Placement Statistics

Recommended for Grade 11 or 12; Prerequisite: 80% in Honors Algebra 2 or 85% in Algebra 2 and 80% in Honors Geometry or 85% in Geometry

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The topics, as determined by the College Board, are divided into four major themes: exploratory analysis, planning a statistical study, patterns using probability and simulations, and statistical inference. Important components of this course are the use of technology (both computer and graphing calculator), projects and laboratories, cooperative group problem solving, and writing as a part of concept-oriented instruction and assessment. **Each student enrolled in this course will take the Advanced Placement Examination.**

Advanced Placement Calculus AB

Recommended for Grade 11 or 12; Prerequisite: 80% in Honors Algebra 2 or 85% in Algebra 2 and 80% in Honors Geometry or 85% in Geometry recommended 80% Honors Precalculus or 85% in Precalculus

This course is designed to be taught over a full high school academic year. In this course, it is possible to review elementary functions, but most of the year will be devoted to the topics in differential and integral calculus that are representative of a first semester course in college calculus. The College Board determines the complete course of study. **Each student enrolled in this course will take the Advanced Placement Examination.**

Dual Enrollment Algebra 110

Recommended for Grade 11 or 12; Prerequisite: Appropriate TTC placement test

This course includes the following topics: polynomial, rational, logarithmic, and exponential functions; inequalities, systems of equations and inequalities matrices, determinants, and solutions of higher degree polynomials.

Dual Enrollment Trigonometry 111

Recommended for Grade 11 or 12; Prerequisite: Appropriate TTC placement test; Passed College Algebra 110 with a (71)

This course includes circular functions, trigonometric identities, solution of right and oblique triangles, solution of trigonometric equations, polar coordinates, and complex numbers.



Natural Sciences

Introduction

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Science Curriculum Standards: life science, earth science, and physical science. Since the major objective of science instruction is to promote scientific thinking, the Science and Engineering Practices are integrated into all the science content areas. All laboratory-based science courses in Charleston County School District are courses with at least 40 percent of the instructional time being devoted to student-centered laboratory experiences integrated with the Science and Engineering Practices found in the 2014 South Carolina Science Curriculum Standards, grades 9-12. A sound grounding in science strengthens many of the skills that people need to use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

Although only three science courses are required for graduation with a South Carolina State Diploma, the Department of Education recommends four courses. Students must pass a high school credit course in science in which an end-of-course examination is administered. The required course is Biology and is approved by the US Department of Education.

The Commission on Higher Education (CHE) has approved the following language regarding the prerequisites for college. College bound students are required to take “three units of laboratory science. Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among earth science, biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (earth science, biology, chemistry, or physics) or from any laboratory science for which earth science, biology, chemistry, and/or physics is a prerequisite. Courses in general science or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: earth science, biology, chemistry, and physics.”

For students who are not prepared to pursue one of the recommended sequences listed above, there are alternative sequences to develop an understanding of science concepts and Science and Engineering Practice skills for successful completion of the End-of-Course Exam and the ACT-Science assessment. This may include taking Physical Science prior to Biology, Chemistry, or Physics to build a stronger background in the physical sciences.

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|---|------------------|--------|
| Earth Science | 326500CW | 1 |
| Biology 1 | 322100CW | 1 |
| Biology 1 Honors | 322100HW | 1 |
| Biology 2 (Zoology) | 424000CW | 1 |
| Marine Science | 322500CW | 1 |
| Marine Science Honors | 322500HW | 1 |
| Environmental Science | 326100CW | 1 |
| Forensic Science | 324500CW | 1 |
| Anatomy and Physiology | 326300CW | 1 |
| Chemistry 1 | 323100CW | 1 |
| Chemistry 1 Honors | 323100HW | 1 |
| Physics Honors | 324100HW | 1 |
| Advanced Placement Biology | 327200AW | 1 |
| Advanced Placement Biology Prep Lab | 328900HW | 1 |
| Advanced Placement Environmental Science | 327700AW | 1 |
| Advanced Placement Chemistry | 327300AW | 1 |
| Advanced Placement Science Chemistry Prep Lab | 328900HW | 1 |
| Advanced Placement Physics 1 | 328200AW | 1 |
| Dual Enrollment | 326600EW | 1 |

| | | |
|---|----------|---|
| Anatomy and Physiology (BIO 210) | | |
| Dual Enrollment Anatomy and Physiology (BIO 211) | 326700EW | 1 |

High School Science

Earth Science

Recommended for Grade 9

This course is designed to meet the SC Earth Science standards related to geology, paleontology, biochemical cycles, weather and climate. Students examine the nature of the Earth's composition, processes and place in the universe in order to connect in their relevance to local and global issues. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities that address the SC Science Standards and Engineering Practices which are an integral part of this course.

Biology 1

Recommended for Grade 9 or 10; Prerequisite: Algebra 1

This introductory laboratory-based course is designed to give students a sound background in major biological concepts. Biology 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Biology 1 builds on the life science principles learned in middle school. Topics include: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, and energy, and organization in living systems, and behavior and regulation. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities that address the SC Science Standards and Engineering Practices are an integral part of this course. A state-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade. End-of-Course Exam must be attempted by the 2nd year enrolled in High School.

Biology 1 Honors

Recommended for Grade 9 or 10; Recommended Prerequisites: 85% in Algebra 1 or 80% in Algebra 1 Honors

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses. End-of-Course Exam must be attempted by the 2nd year enrolled in High School.

Biology 2 (Zoology)

Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1; Lab Fee Requirement: ~~\$15.00~~ We haven't collected lab fees in a couple of years

This inquiry-based course offers students an in-depth study of the Animal Kingdom. Beginning with the simplest invertebrates and ending with the complex mammals, students will explore classification, evolution, reproduction, anatomy/physiology, and behavior through hands-on activities. Highlights of this course include nematode extractions, planarian regeneration, sponge spicule comparisons, and multiple dissections from major phyla of the animal kingdom. Students will be actively involved in learning through problem solving, experimentation, discovery, and student-led projects and investigations.

Marine Science

Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1; Lab Fee Requirement: ~~\$15.00~~

This course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the biological, physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. Instructional strategies include inquiry-based laboratory and field experiences, discussions with speakers, and projects.

Marine Science Honors

Recommended for Grade 10, 11, or 12; Recommended Prerequisite: 85% in Biology 1 or 80% in Biology 1 Honors; Lab-Fee Requirement: \$15.00

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Environmental Science

Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1

This course deals with global environmental concerns with an emphasis on stewardship, sustainability, and sound science. Students will study the atmosphere, toxic and municipal waste, alternative energy, water issues, and population growth problems. Students will conduct field studies, research, classroom lab activities, and projects and use problem-based learning strategies.

Forensic Science

Recommended for Grade 10, 11 or 12; Prerequisite: Biology 1; Lab-Fee Requirement: \$15.00

This inquiry-based course is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy, and Physiology, as well as, other aspects of science.

Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair and fibers, toxicology, serology, DNA, fingerprints, and document analysis. The main focus of this course will be to emphasize the evidential value of a crime scene and related evidence, as well as the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of students. The experiments used reinforce previously learned scientific principles rooted in Biology and Chemistry.

Anatomy and Physiology

Recommended for Grade 10, 11 or 12; Prerequisite: Biology 1; Lab-Fee Requirement: \$15.00

This course introduces students to human anatomy and physiology with applications to the health sciences. Students learn about the relationships between structure and function, as well as the biochemical and cellular aspects of human physiology. Instructive strategies include inquiry-based laboratory experiences, independent study and research on topics of student interest, speakers, and field experiences in medical settings and institutions of higher education.

Chemistry 1

Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1, and Geometry OR Algebra 2

This course provides an introduction to major chemistry principles and builds on concepts introduced in physical science. Chemistry 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Through well-designed laboratory experiences, the student will master concepts, use problem-solving skills, and apply them to real-world situations. Topics include: chemical safety, atomic theory, the periodic table, chemical reactions and stoichiometry, gas laws, solutions and solubility, calorimetry, acid/base chemistry, and organic chemistry. Investigative, hands-on lab activities that address the SC Science Standards and Engineering Practices are an integral part of this course.

Chemistry 1 Honors

Prerequisite: Biology 1 and Algebra 2. 80% in the Honors levels or 85% in the College Prep levels

The honors course exceeds course standards in rigor, complexity, challenges, and creativity.

Physics Honors

Prerequisite: ~~Chemistry 1 or Chemistry 1 Honors with a recommended grade of 85% or 80%, respectively~~ Algebra 2 completed or concurrently with a recommend grade of 80%

This course focuses on interactions and forces, including patterns of linear motion; forces and changes in motion; contact forces; and, noncontact forces and fields. It also examines energy conservation and transfer; mechanical and thermal energy; sound, electricity, and magnetism; and radiation and nuclear energy. The honors course exceeds course standards

in rigor, complexity, challenges, and creativity. This is a laboratory course requiring a minimum of 30% hands-on investigation, including problem solving, decision making, critical thinking and applied learning.

Advanced Placement Biology / Advanced Placement Biology Prep Lab

Recommended for Grade 10, or 11, 12; Recommended Prerequisites: Algebra I, Biology, and Chemistry; Lab-Fee Requirement: \$15.00

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. The class meets for two hours per day for lecture, laboratory, and enrichment programs. Each student must take the Advanced Placement Biology examination for possible college credit. Students will receive a total of 2 credits: one credit weighted at AP and one credit weighted at honors.

Advanced Placement Environmental Science

Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1 or Biology Honors AND Algebra 1 or Algebra 1 Honors with recommended grade of 85% and 80%, respectively; Lab-Fee Requirement: \$15.00

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible. Each student will take the Advanced Placement Environmental Science examination for possible college credit. As this course is combined with a lab course, students will receive a total of two (2) credits; one credit weighted at AP and one credit weighted at honors.

Advanced Placement Chemistry / Advanced Placement Science Chemistry Prep Lab

Prerequisite: Biology 1 or Biology 1 Honors; AND Chemistry or Chemistry Honors; AND Algebra 2 or Algebra 2 Honors

This course develops the ability to think clearly and express ideas with clarity and logic, both orally and in writing. Instruction includes conducting meaningful laboratory investigations that encourage observing chemical reactions and substances, interpreting findings, and communicating the results. Requires Advanced Placement Exam.

Advanced Placement Physics 1 / ~~Advanced Placement Science Prep Lab~~ No Prep Lab

Recommended for Grade 11 or 12; Prerequisite: ~~Chemistry 1~~ and Algebra 2 with a recommend grade of 80% or concurrent enrollment; Lab-Fee Requirement: \$15.00

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Each student will complete a lab notebook or portfolio of lab reports. Each student must take the Advanced Placement Physics 1 examination for possible college credit.

Dual Enrollment Anatomy and Physiology (Bio 210)

Recommended for Grade 11 or 12; Prerequisites: Biology 1 and Chemistry 1; Lab-Fee Requirement: \$15.00

The first part of a two-semester sequence, this comprehensive transfer course is a lecture and laboratory study with model and specimen dissections of the integrated structure and function of the human body. Basic cellular chemistry and the integumentary, skeletal, muscular, nervous and endocrine systems are presented. Cytology and histology are emphasized. Dual credit 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 Carnegie units and college credit for those particular courses.

Dual Enrollment Anatomy and Physiology (Bio 211)

Recommended for Grade 11 or 12; Prerequisite: 71% or above in Dual Enrollment Bio 210

This course is a continuation of BIO 210 and includes the study of blood, heart, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems. Special senses, development and inheritance also are presented.



Social Studies

Introduction

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as: “...*the integrated study of the social sciences and humanities to promote civic competence. Social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*”

The aim of social studies instruction is the production of civic competence in students through the knowledge, intellectual processes, and democratic dispositions required to enable them to become active and engaged participants in public life. Although civic competence is not the only responsibility of social studies, nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, social studies educators have long recognized the importance of educating students to become citizens who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values and requires student abilities to:

- use knowledge about one’s community, nation, and world
- apply inquiry processes
- examine various perspectives, identify evidence, and evaluate sources
- employ the critical skills of data collection and analysis, collaboration, decision-making, and problem-solving.

Educating students who are knowledgeable, skillful, and committed to participatory democracy is necessary to sustaining and improving our democratic way of life participating as members of a global community.

In democratic classrooms and nations, deep understanding of civic issues, such as, immigration, economic problems, domestic governance structures, and U.S. foreign policy involve several disciplines. Of the 11 core academic courses identified by the Partnership for 21st Century Skills as being critical to college and career readiness, five of those courses are in the field of the social sciences: History, Geography, Economics, Government and Civics. The umbrella of social studies marshals the individual disciplines to support this civic task in various forms which help students understand people (individual and/or groups), actions, past and present situations, and how decisions have contributed to the world around them.

In the lower grades, these important issues are taught in one course designated “Social Studies”, which integrates two or more of the independent disciplines. Critical high school social studies content, concepts, issues, and skills needed for civic competence are taught in separate discipline-based courses, such as U.S. History and the Constitution, World History,

World Geography, U.S. Government, Economics, Civics, Foreign Policy, Sociology, and Psychology at the high school level. The Social Studies Academic Standards are intended to be taught—regardless of organizational or instructional approach—with the strong recommendation to utilize the methodologies and instructional shifts of the *C3 (College, Career and Civic Life) Framework* for effective social studies instruction within various curricular perspectives. The *C3 Framework* advocates for: (1) inquiry-based instruction, (2) fidelity to content standards, (3) utilization of multiple sources for various perspectives, as well as, using evidence and checking the reliability of sources, and (4) proficiency in communication of student learning orally and through effective argument writing.

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| Human Geography | 330700CW | 1 |
| Human Geography Honors | 330700HW | 1 |
| Advanced Placement Human Geography | 337900AW | 1 |
| Modern and World History | 330600CW | 1 |
| Modern and World History Honors | 330600HW | 1 |
| Holocaust and Genocide Studies | 339912CW | 1 |
| Current Events / Foreign Policy | 333700CW | 1 |
| Advanced Placement European History | 337600AW | 1 |
| Advanced Placement World History | 337700AW | 1 |
| Psychology | 334000CW | 1 |
| U.S. History and Constitution | 332000CW | 1 |
| U.S. History and Constitution Honors | 332000HW | 1 |
| Advanced Placement U.S. History | 337200AW | 1 |
| Advanced Placement Psychology | 437100AW | 1 |
| U.S. Government | 333000CH | 0.5 |
| U.S. Government Honors | 333000HH | 0.5 |
| Advanced Placement U.S. Government | 337300AW | 1 |

| | | |
|---------------------------------------|----------|-----|
| Economics and Personal Finance | 330800CH | 0.5 |
| Economics and Personal Finance Honors | 330800HH | 0.5 |
| Advanced Placement Microeconomics | 337500AW | 1 |

High School Social Studies

Human Geography

Recommended for Grade 9

The focus of World Geography includes 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. Critical thinking will be emphasized in this course, with an emphasis on developing spatial thinking skills and competencies related to places, regions, movement across space and time, and human-environment interaction. Conceptual in nature rather than place specific, the course may be taught from a systematic or regional perspective.

Human Geography Honors

Recommended for Grade 9; Teacher Recommendation Required

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Advanced Placement Human Geography

Recommended for Grade 9; Teacher Recommendation Required

AP Human Geography is a college-level semester course directed toward the academically capable high school student who has exceptional interest in history and geography, independent research, and in writing. Students enrolled in this course must be able to analyze primary sources and use the information gained through analyses to communicate their findings and defend claim statements. Independent research and outside reading are course requirements. Each enrolled student will take the Advanced Placement Examination in Human Geography for possible college credit at the end of the instructional term.

Modern and World History

Recommended for Grade 10

This course is a survey of world history from 1300 to present, including the emergence of the modern world from 1300 to 1500, global affairs and interactions from 1450 to 1815, rise of new governments and competition in the global community from 1815 to 1918, emergence of new world powers from 1885 to 1950, and world politics from World War II to present day. Inquiry topics include cultural development; economic systems; foundations of government and state building; global citizenship; human and physical geography; and innovation, revolution, and change.

Modern and World History Honors

Recommended for Grade 10; Recommended Prerequisites: 80% in English 1 Honors or English 2 Honors

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Holocaust and Genocide Studies

Recommended for Grade 10, 11, or 12; Field trip to Washington, D.C. Holocaust Museum approximately \$400.00; Prerequisites: World History or World History Honors

The idea, applications and experiences of the Holocaust in history raise basic questions for all humanity. By studying the

Holocaust and other genocides, we deepen our understanding of human nature, of organized society, political leadership, government participation, and civilization itself. Special topics will include a short history of genocide in the 20th century, tolerance, prejudice, racism and indifference. Classroom activities will focus on the history of the Holocaust and will include the following: reading poetry and short stories; essay writing which will apply the lessons learned; class discussion and cooperative learning. Outside speakers will be included and a field trip planned.

Current Events / Foreign Policy

Recommended for Grade 10, 11, or 12

This course takes an unbiased look at some of the most significant conflicts, hotspots, and danger zones shaping our world today. It is intended to familiarize students with: (1) the basic historical background of these conflicts, (2) the opposing sides within each conflict, and (3) useful sources for research. This course will provide students with essential content knowledge for understanding many complex international conflicts and US foreign policy decisions in relation to these various issues. This course acquaints students with contemporary local, state, regional, national, and world affairs. Students will analyze and evaluate political and economic events by accessing information from a variety of sources, discussing it in class, preparing presentations, holding debates, producing projects, and simulating news programs.

Advanced Placement European History

Recommended for Grade 10; Recommended Prerequisites: 80% in English 1 Honors and/or English 2 Honors

This course investigates significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present in Europe. It develops and uses the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Six themes are explored throughout the course: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Requires Advanced Placement Exam.

Advanced Placement World History

Recommended for Grade 10; Recommended Prerequisites: 80% in English 1 Honors and/or English 2 Honors

This course investigates significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present by develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Requires Advanced Placement Exam.

Psychology

Recommended for Grade 11 or 12

The Psychology course is designed to introduce students to the major concepts and principles of psychology with an emphasis on human growth and development, cognitive processes, personality, mental health and behavioral disorders, in addition to social psychology. Students will learn the basic skills of psychological research, develop research projects, and apply psychological concepts to their own lives. Students will also develop individual and group projects throughout the course and develop their writing skills. Argument writing and/or case study analytic writing is to be incorporated into instruction of this course.

U.S. History and Constitution

Recommended for Grade 11

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, including the nation's developing role in world affairs in the twentieth and twenty-first century. Instruction in this course will include an intentional investigation into multiple perspectives of historical events, as well as, the use of primary sources, document analysis, and activities and assessments which incorporate historical thinking skills. Oral and written argumentation using evidence from sources will be required in units of instruction. All students enrolled in this course will take South Carolina's End-of-Course exam for U.S. History and Constitution at the end

of the instructional period.

U.S. History and Constitution Honors

Recommended Prerequisite: 80% in English 2 Honors or 85% in English 2

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Advanced Placement U.S. History

Recommended for Grade 11; Recommended Prerequisite: 75% in AP European History or 80% in World History Honors

This course investigates significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present through the development and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Requires End of Course AND Advanced Placement Exam.

Advanced Placement Psychology

Recommended for Grade 11 or 12; Recommended Prerequisite: 80% in English 2 Honors or 85% in English 2

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within the discipline of psychology. In addition, students also learn about the ethics and methods psychologists use in their science and practice. At the completion of the instructional period for this course, each student enrolled in this course will take the Advanced Placement Examination in Psychology for possible college credit.

U.S. Government

Recommended for Grade 12

In the United States Government course, students will study 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 to understand and participate in the American political system. United States Government will examine basic political theory and governmental systems, American political development and theory, the constitutional basis and structure of American government, as well as, citizen involvement in the political system. As amended by Article 1, Chapter 29, Title 59 of the 1976 South Carolina Code Section 59-29-240, legislation known as the **James B. Edwards Civics Education Initiative** requires all South Carolina students enrolled in U.S. Government to take the United States Citizenship Civics test produced by the United States Citizenship and Immigration Services in order to demonstrate a knowledge and understanding of the fundamentals of United States History and the principles and form of United States government.

U.S. Government Honors

Recommended for Grade 12 in conjunction with Economics Honors; Recommended Prerequisite: 80% in U.S. History Honors or 85% in U.S. History

This course provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens. Topics in civic engagement are founded in the historical and philosophical principles, political values and institutions, and processes of law that shaped and continue to sustain America's constitutional democracy. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Advanced Placement U.S. Government

Recommended for Grade 12 in conjunction with Advanced Placement Microeconomics; Recommended Prerequisite: At least ONE of the following - US History CP (85%), US History Honors (80%), US Government (85%), Economics (85%), or Economics Honors (80%)

Advanced Placement U. S. Government provides an analytical perspective on government and politics in the United States. This course focuses on the relationship of the United States to other nations and to world affairs and fosters a clear understanding of the role of the citizen in American democracy. Independent research and outside reading are course requirements. Each enrolled student will take the Advanced Placement U.S. Government examination for possible college

credit. In addition, as amended by Article 1, Chapter 29, Title 59 of the 1976 Code Section 59-29-240, legislation known as the **James B. Edwards Civics Education Initiative** requires all South Carolina students enrolled in U.S. Government to take the United States Citizenship Civics test produced by the United States Citizenship and Immigration Services in order to demonstrate a knowledge and understanding of the fundamentals of United States History and the principles and form of United States government.

Economics and Personal Finance

Recommended for Grade 12 in conjunction with U.S. Government

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 students how to evaluate choices. Scarcity forces all entities, individuals, communities, and nations to prioritize and choose from available resources to meet their needs. The choices societies make affect the well-being of all citizens. The consequences of these choices are evaluated through the numerical measurements of gross domestic product (GDP) and consumer price index (CPI), as well as, through the use of other quantitative measurements.

Economics and Personal Finance Honors

Recommended for Grade 12 in conjunction with U.S. Government Honors; Recommended Prerequisite: 80% in U.S. History Honors or 85% in U.S. History

This course examines economics and personal finance, including rational decision making, connections between personal finance and short-term and long-term goals, exchange and markets, economic indicators and policy making, and the impact of economic incentives. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Advanced Placement Microeconomics

Recommended for Grade 12 in conjunction with Advanced Placement Government; Recommended Prerequisite: At least ONE of the following - US History CP (85%), US History Honors (80%), US Government (85%), Economics (85%), or Economics Honors (80%)

The purpose of Advanced Placement Microeconomics is to give students a thorough understanding of the principles of economics which apply to the functions of individual decision makers--both consumers and producers--within the economic system. This course places primary emphasis on the nature and functions of product markets and includes the study of factor markets, as well as, the role of government in promoting greater efficiency and equity in the economy. Students will demonstrate the ability to analyze economic situations and evaluate microeconomic principles. Independent research and outside reading are course requirements. Each student enrolled in this course will take the Advanced Placement Examination in Microeconomics for possible college credit.



Modern and Classical Languages

Introduction

The South Carolina World Language Standard defines what students should know and be able to do to communicate effectively in a language other than English. The World Language program at West Ashley High School prepares students to participate in a multilingual environment that values other cultures, with the goal of developing functional proficiency in their language of study. The WL Department uses a proficiency-based curriculum that enables students to use the world language in real-life situations. World Language teachers leverage the power of technology and engaging resources to meet the needs of their diverse learners. Students should take a minimum of two years of the same language and three to four years if they are planning to enter a 4-year college or university.

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|------------------|------------------|--------|
| French 1 | 361100CW | 1 |
| French 2 | 361200CW | 1 |
| French 3 Honors | 361300HW | 1 |
| German 1 | 362100CW | 1 |
| German 2 | 362200CW | 1 |
| German 3 | 362300CW | 1 |
| Spanish 1 | 365100CW | 1 |
| Spanish 2 | 365200CW | 1 |
| Spanish 3 | 365300CW | 1 |
| Spanish 3 Honors | 365300HW | 1 |

| | | |
|------------------|----------|---|
| Spanish 4 Honors | 365400HW | 1 |
|------------------|----------|---|

ACTFL Proficiency Goals

| | | | |
|---|---|----------------------------------|---|
| Intermediate Low* | Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions. | Receptionist, Housekeeping Staff | L2 learners with 4 year high school sequence or 2 semester college sequence |
| Novice High Novice Mid Novice Low | Communicate minimally with formulaic and rote utterances, lists, and phrases. | None | L2 learners after 2 years of high school study |

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

High School World Language

French 1

This course is designed to develop language skills in French through practical activities that focus on meaningful personal communication. In the first year of a modern world language students become familiar with the sounds of the language, its basic vocabulary, and the most common structures. They study the cultures, countries, and the lifestyles of the people who speak the language. Students also learn vocabulary to reflect students' needs and interests in each unit of study. Through standards-based instruction that focuses on language proficiency, French 1 students will be able to understand simple questions, orally express themselves in a comprehensible manner, read for comprehension, and write a comprehensible paragraph or brief letter, all within familiar contexts.

French 2

Prerequisite: French 1

This course builds on and reinforces language acquired in French 1. Language proficiency will expand and develop through performance-based instruction and assessment. The vocabulary students learn is directly related to the purposes and situations of the context or established topics. Students continue to expand vocabulary to reflect students' needs and interests in each thematic topic. Students continue to study practical, day-to-day use of language in a broader context. Daily practice through performance-based instruction will facilitate the development of language as students gain insight into cultures of French-speaking countries.

French 3 Honors

Prerequisite: 80% in French 2

While the general content of honors level French 3 is similar to French 3 CP, the honors course focuses on more in-depth knowledge of content and a greater refinement of language proficiency. It also moves at a more accelerated pace. This course is comparable in terms of workload and emphasis to IB or AP classes, as more challenging academic work is given to students. It is recommended for highly motivated students because of the quality, as well as quantity, of the work expected.

This course builds on and reinforces language capacity acquired in French 1 and 2. The student progresses in the ability to communicate using new vocabulary and structure, and develops a deeper understanding of the cultures of French-speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each successive year of language study. Students read and discuss authentic materials including poetry, stories, news reports, film, magazine articles and literature.

French 4 Honors

Prerequisite: French 3 Honors with recommended grade 85%.

This course focuses on the development of greater language proficiency with increasing emphasis on refining language use appropriate to various socio-cultural contexts. Students continue to expand and refine their ability to communicate in both oral and written form, to understand as well as produce language with appropriate accuracy. Students in this course will read and speak in the L2 in greater depth using authentic materials of French speaking countries.

Spanish 1

This course is designed to develop language skills in Spanish through practical activities that focus on meaningful personal communication. In the first year of a modern world language, students become familiar with the sounds of the language, its basic vocabulary, and the most common structures. They study the cultures, countries, and the lifestyles of the people who speak the language. Students also learn vocabulary to reflect students' needs and interests in each unit of study. Through standards-based instruction that focuses on language proficiency, Spanish 1 students will be able to understand simple questions, orally express themselves in a comprehensible manner, read for comprehension, and write a comprehensible paragraph or brief letter, all within familiar contexts.

Spanish 2

Prerequisite: Spanish 1

This course builds on and reinforces language acquired in Spanish 1. Language proficiency will expand and develop through performance-based instruction and assessment. The vocabulary students learn is directly related to the purposes and situations of the context or established topics. Students will also learn vocabulary to reflect students' needs and interests in each thematic topic. Students continue to study practical, day-to-day use of language in a broader context. Daily practice through performance-based instruction will facilitate the development of language as students gain insight into cultures of Spanish-speaking countries.

Spanish 3

Prerequisite: Spanish 2

This course builds on and reinforces language capacity acquired in Spanish 1 and 2. Students progress in the ability to communicate using new vocabulary and structures and develop a deeper understanding of the cultures of Spanish-speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each successive year of language study. Students are given the opportunity to read and discuss authentic materials.

Spanish 3 Honors

Prerequisite: Spanish 2 or Spanish 2 Honors with recommended grade 85% or 80%, respectively

While the general content of honors level Spanish 3 is similar to Spanish 3 CP, the honors course focuses on more in-depth knowledge of content and greater refinement of language proficiency. It also moves at a more accelerated pace. This course is comparable in terms of workload and emphasis to IB or AP classes, as more challenging academic work is given to students. It is recommended for highly motivated students because of the quality, as well as quantity, of the work expected. This course builds on and reinforces language capacity acquired in Spanish 1 and 2. Students progress in the ability to communicate using new vocabulary and structures, and develop a deeper understanding of the cultures of Spanish-speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each year of successive language study. Students read and discuss authentic materials, including poetry, stories, news reports, film, magazine articles and literature.

Spanish 4 Honors

Prerequisite: Spanish 3 or Spanish 3 Honors with recommended grade 85% or 80%, respectively

This course focuses on the development of greater language proficiency with increasing emphasis on refining language use appropriate to various socio-cultural contexts. Students continue to expand and refine their ability to communicate in both oral and written form, to understand as well as produce language with appropriate accuracy. Students in this course will read and speak in the L2 in greater depth using authentic materials of Spanish-speaking countries.

German 1

This course is designed to develop language skills in German through practical activities that focus on meaningful personal communication. In the first year of a modern world language, students become familiar with the sounds of the language, its basic vocabulary, and the most common structures. They study the cultures, countries, and the lifestyles of the people who speak the language. Students also learn vocabulary to reflect students' needs and interests in each unit of study. Through standards-based instruction that focuses on language proficiency, German 1 students will be able to understand simple questions, orally express themselves in a comprehensible manner, read for comprehension, and write a comprehensible paragraph or brief letter, all within familiar contexts.

German 2

Prerequisite: German 1

This course builds on and reinforces language acquired in German 1. Language proficiency will expand and develop through performance-based instruction and assessment. The vocabulary students learn is directly related to the purposes and situations of the context or established topics. Students will also learn vocabulary to reflect the student's needs and interests in each thematic topic. Students continue to study practical, day-to-day use of language in a broader context. Daily practice through performance-based instruction will facilitate the development of language as students gain insight into cultures of German-speaking countries.

German 3

Prerequisite: German 2

This course builds on and reinforces language capacity acquired in German 1 and 2. The student progresses in the ability to communicate using new vocabulary and structures and develops a deeper understanding of the cultures of German-speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each year of successive language study. Students are given the opportunity to read and discuss authentic materials.



English for Speakers of Other Languages

Introduction

Students must meet eligibility standards for the ESOL Program: their primary, first or home language is not English; they score below the fluent level on a state-approved language proficiency test or screener; and/or they have been determined by ESOL program personnel in consultation with mainstream teachers to need ESOL support to meet the standards of their program of study.

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| ESOL 1 (English for Speakers of Other Languages) | 308400CW | 1 |
| ESOL 2 (English for Speakers of Other Languages) | 408000CW | 1 |
| ESOL 3 (English for Speakers of Other Languages) | 408100CW | 1 |
| ESOL 4 (English for Speakers of Other Languages) | 408200CW | 1 |
| ESOL 5 (English for Speakers of Other Languages) | 408700CW | 1 |
| ESOL 6 (English for Speakers of Other Languages) | 408800CW | 1 |
| ESOL 7 (English for Speakers of Other Languages) | 408900CW | 1 |
| ESOL 8 (English for Speakers of Other Languages) | 409000CW | 1 |

High School ESOL

ESOL 1 - ESOL 8

Grade 9, 10, 11, 12

This course is intended for students who have been tested by a certified ESOL teacher and have been designated an English Language Learner and accepted in the ESOL program for services. All English Language Learners who have not scored fluent on a state-approved language proficiency test or screener are eligible to take this course. This course is for students for whom English is not the primary language, but rather a subsequent language. The course is designed to build English language fluency, learning strategies, reading, writing, listening, and speaking. A variety of data-driven instructional strategies will lay a foundation for success in mainstream classes while allowing students to earn elective credits towards graduation. *ESOL / English Prep is limited to English Language Learners only. This elective course is designed to assist non-English speaking students in their transition to regular high school classes.



Fine Arts **Visual and Performing Arts** (this is what the county calls it now)

Introduction

Quality arts education is an essential part of a complete education for all students and critical to their success in the 21st Century. The arts are central to the learning process. Children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing creative games. An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive, sequential study of the arts.

All courses are offered as electives. Limited dance courses offerings are available at the high school level. Theatre courses are taught by the English or music teacher.

Band, choral, and orchestra students may receive acceptance into an honors level course through the audition process. The audition must demonstrate that the student can proficiently perform grade level five music. Furthermore, all honors courses must focus on performing music at the level five grade or higher.

Visual arts students seeking acceptance into honors level courses may do so through an adjudicated portfolio submission. Each portfolio submission must contain the following items:

- **One Pencil Drawing**
- **One Pen and Ink Drawing**
- **Two (2) Color Pieces [i.e. pastel, oil, acrylic, watercolor, color pencil]**
- **One 2-Dimensional Design [i.e. logo, graphic illustrations, computer generated art]; 3-D=submit photo of work.**

Student Choice: This should be a piece that best reflects the area of interest / expertise. Portfolios may be judged using either the AP Studio Art Rubric or the International Baccalaureate Rubric.

Course Titles and Numbers - Art

| Course Title | Course Number(s) | Credit |
|---------------------------------|---------------------|--------|
| Art 1- 2D | 350100CW | 1 |
| Art 1- 3D | 350400CW | 1 |
| Art 1 Honors | 350100HW | 1 |
| Art 2 | 350200CW | 1 |
| Art 3 Honors | 350300HW | 1 |
| AP Studio Art: AP Studio / Draw | 357400AW / 357200AW | 1 |

Art 1 - 2D

PREREQUISITE: None

This introductory course provides students with problem-solving experiences in two- dimensional media. Emphasis is on the development of basic skills in creating and analyzing art. Open to those new to, returning to or at home in the studio.

Art 1 - 3D

PREREQUISITE: None

This introductory course provides students with problem-solving experiences in three -dimensional media. Emphasis is on the development of basic skills in creating and analyzing art. Open to those new to, returning to or at home in the studio.

Art 1 Honors

PREREQUISITE: MS Teacher Recommendation or WA Teacher approval

Art I Honors is an advanced study of art that integrates a study of art history and art criticism while building on a student's art knowledge and skills. Each assignment relates to movements or artists from art history and is a problem-solving exercise that explores various mediums and ideas. Through personal exploration of mediums, individual research, working through visual problems in a sketchbook, and creating works, students will enhance their abilities in strong composition, techniques, and processes as they build a portfolio that exhibits growth within their work.

Art 2

PREREQUISITE: Passing Grade in Art 1 or teacher recommendation and portfolio review

This course provides students with two and three-dimensional design experiences and opportunities to apply these principles in individual artistic expressions. Drawing from observation and developing technical competency are emphasized. Periodic class critiques and the maintenance of a sketchbook and portfolio are required. Topics covered include but are not limited to portraiture, composition development, and technical skill.

Art 3 H

PREREQUISITE: Art 2 and Teacher approval

This course provides students with an extension of two and three dimensional design experiences and opportunities. This course is independently driven by students' choice of subject matter and media. Main focuses in this class revolve around concept development, composition, and improving technical skills.

AP Studio Art: AP Studio / Draw

PREREQUISITE: Teacher approval and Art 2

This college-level studio course in art is for artistically talented and highly motivated students. Students must develop a portfolio of work for submission to the College Board Advanced Placement Program for college credit based on an examination. Each student may choose to submit a Drawing, 2-D Design, or 3-D Design Portfolio. Prospective students

must be able to work independently and spend extensive time working beyond the regular class time. Students must select the drawing portfolio section of the studio program.

Course Titles and Numbers - Band

| Course Title | Course Number(s) | Credit |
|----------------------------|------------------|--------|
| Music Composition | 357000CW | 1 |
| Marching Band with PE | 450810CW | 1 |
| Instrumental Music: Band 1 | 353100CW | 1 |
| Instrumental Music: Band 2 | 353200CW | 1 |
| Instrumental Music: Band 3 | 353300CW | 1 |
| Instrumental Music: Band 4 | 353400CW | 1 |
| Instrumental Music: Band 5 | 353500CW | 1 |
| Instrumental Music: Band 6 | 353600CW | 1 |
| Instrumental Music: Band 7 | 357800CW | 1 |
| Instrumental Music: Band 8 | 357900CW | 1 |
| Marching Band for PE | | |

Music Composition

No previous experience required. Can select Band, Chorus or Strings. For Grades 9-12

This course is designed for students who have no previous experience in band, chorus or strings (no instruments needed)

Band: Levels 1 - 8

Prerequisite: Participation in previous year's program. Students will take 2 band classes each year. ~~Both will be year-long skinny classes.~~

This course is designed for students who have participated in the band program offered in the middle school or a previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students learn concert and marching band repertoire each year and develop an understanding of the concepts of music and the heritage of the music studied. Emphasis is placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily, ability to follow a conductor, and an understanding of a wide variety of music.

****Need to add a description of Marching Band for PE****

Course Titles and Numbers - Chorus

| Course Title | Course Number(s) | Credit |
|--------------|------------------|--------|
|--------------|------------------|--------|

| | | |
|------------------------|----------|---|
| Chorus 1 | 354100CW | 1 |
| Chorus 2 | 354200CW | 1 |
| Chorus 3 | 354300CW | 1 |
| Chorus 4 | 354400CW | 1 |
| Chorus 5 | 354500CW | 1 |
| Chorus 6 | 354600CW | 1 |
| Chorus Rehearsal (7&8) | 354101HW | 2 |

Chorus: Levels 1 - 6

Prerequisite: Participation in previous year's program. Students will take two chorus classes each year. Both will be year long skinny classes.

This course is designed for students who have expressed interest in singing in an ensemble and have shown, through a simple audition, an ability to read music at a fundamental level and to sing a tune on pitch. The course is organized so that students learn a variety of choral literature each year and improve their skills so that they learn to perform more easily, produce a good tone and accurate pitch, show growth in musicianship and music reading, develop an understanding of a wide variety of music, learn about the historical and cultural background of works performed and gain a greater appreciation of music as a means of expression and as a form of communication.

Honors Chorus Rehearsal: Levels 7 and 8

Recommended for Grade 11 or 12 (9-10 with Teacher approval); Prerequisites: Completion of Chorus 2 and Choral Director's Recommendation

Students enrolled in chorus participate in a performance and interview audition to be identified as gifted. In addition to regular choral assignments, identified students complete additional projects as determined by a committee of choral teachers. These students will receive one unit of honors credit.

Course Titles and Numbers - Piano

| Course Title | Course Number(s) | Credit |
|-----------------------------|------------------|--------|
| Instrumental Music: Piano 1 | 454100CW | 1 |

Instrumental Music: Piano 1

This course is designed for students who have expressed interest in playing the piano and composition. The course is designed to help students with the fundamentals of keyboard music including learning to perform with ease, to use proper technique, basic composition and songwriting techniques, growth in musicianship and music reading, develop and understanding of a wide variety of music, the historical and cultural background of works performed, and gain a greater appreciation of music as a means of expression and as a form of communication. Students will be required to participate in one recital. It is recommended that students have keyboards at home.

Course Titles and Numbers - Theatre

| Course Title | Course Number(s) | Credit |
|------------------------|------------------|--------|
| Theatre 1 | 452100CW | 1 |
| Technical Theatre Arts | 452500CW | 1 |
| Theatre 2 | 452200CW | 1 |
| Theatre 3 | 452300CW | 1 |
| Theatre 4 | 452400CW | 1 |
| Theatre 4 Honors | 452400HW | 1 |

Theatre 1

This course is designed to expose students to the major theatrical periods and to the major theatrical literature and acting styles. Theater and production principles are studied.

Technical Theatre Arts

Prerequisite: Theatre 1

This course introduces and develops skills in planning, designing, making, and critiquing technical elements of production including the set, lighting, sound, costumes, properties, and hair and makeup. An emphasis is placed on collaboration and teamwork.

Theatre 2

Prerequisite: Theatre 1

This course is a more in-depth study of the subject. Improvisation and production will be emphasized. Critical analysis of theatrical literature will be included with special emphasis on performance and acting.

Theatre 3

Recommended for Grade 11 or 12; Prerequisites: Theatre 1 and Theatre 2 or Technical Theatre

This course is a continuation of Theatre I & II. This course is designed for the advanced theatre student who is interested in all aspects of theater exploration, acting, and directing/producing, with special emphasis on technical theatre.

Theatre 4

Recommended for Grade 11 or 12; Prerequisites: Theatre 1 and Theatre 2 or Technical Theatre

This course is designed for highly motivated and talented students willing to commit their time and energy to make a performance successful. This group participates in school plays, competitions, and various other projects throughout the year. All aspects of theater production are studied.

Theatre 4 Honors

Recommended for Grade 11 or 12; Prerequisites: Theatre 1, Theatre 2 or Technical Theatre, and Theatre 3

This honors level course is for advanced students who have passed a rigorous audition and demonstrated advanced acting and technical skills. Advanced acting, theatre history, and production will be emphasized. Theatre 4 students will complete a thesis project in a theatre discipline of their choosing, such as directing, designing, or play-writing. Students will be expected to take leadership roles in co-curricular theatre activities such as plays, competitions, and attend a mandatory weekly rehearsal outside of school hours. Costs associated with trips and competitions will be the responsibility of the student but fundraising opportunities will be provided.

Course Titles and Numbers - Instrumental Music Orchestra / Strings

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| Instrumental Music: Orchestra / Strings 1 | 355100CW | 1 |
| Instrumental Music: Orchestra / Strings Rehearsal 1 | 355000CW | 1 |
| Instrumental Music: Orchestra / Strings 2 | 355200CW | 1 |
| Instrumental Music: Orchestra / Strings Rehearsal 2 | 354700CW | 1 |
| Instrumental Music: Orchestra / Strings 3 | 355300CW | 1 |
| Instrumental Music: Orchestra / Strings Rehearsal 3 | 354800CW | 1 |
| Instrumental Music: Orchestra / Strings 4 | 355400CW | 1 |
| Instrumental Music: Orchestra / Strings Rehearsal 4 | 354900CW | 1 |

Instrumental Music: Orchestra / Strings – Levels 1 - 4

Recommended for Grade 9-12; Prerequisite: Participation in the previous year's program or Orchestra Director's Recommendation

This course is designed for students who have participated in strings in middle school or the previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students will learn orchestral repertoire each year and will develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis will be placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily and to follow a conductor, and an understanding of a wide variety of music. Students seeking honors credit must be enrolled in strings and participate in a performance and interview audition to be identified as gifted.

Instrumental Music: Orchestra / Strings Rehearsal – Levels 1 - 4

Recommended for Grade 9-12; Prerequisite: Participation in the previous year's program or Orchestra Director's Recommendation

These Rehearsal courses are paired with the Orchestra / Strings matching level course. These courses give students the chance to rehearse skills learned in all levels of Orchestra / Strings.

Physical Education

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| Physical Education 1 | 344100CW | 1 |
| Physical Education 1 (9th grade JV football) | 344100CW | 1 |
| Physical Education 1 (Sports training for JV athletes) | 344100CW | 1 |
| Physical Education 2 (General PE) | 344200CW | 1 |
| Physical Education 2 (10th grade JV football) | 344200CW | 1 |
| Physical Education 2 (Sports training for JV athletes) | 344200CW | 1 |
| Physical Education 3 (Varsity football) | 344300CW | 1 |
| Physical Education 3 (Sports training for varsity athletes) | 344300CW | 1 |
| Physical Education 4 (Varsity football) | 344400CW | 1 |
| Physical Education 4 (Sports training for Varsity athletes) | 344400CW | 1 |
| Physical Education 1 - 4 (JV and Varsity baseball) | depends on level | 1 |
| Physical Education 1 - 4 (JV and Varsity basketball) | depends on level | 1 |
| Physical Education 2 - 4 (Adaptive PE) | depends on level | 1 |
| Adaptive PE | 344500CW | 1 |

High School Physical Education

Physical Education 1

This course develops the skills needed to enjoy a lifetime of physical activity. Regular participation supports the mastery of more advanced skills. Emphasis is placed on designing and implementing a personal fitness plan and recognizing the value

of physical activity in quality of life.

Physical Education 1 (Grade 9 JV football)

This PE 1 is for students who anticipate playing JV football as a 9th grader. Students will be focused on strength training and speed development as well as basketball specific skills and fundamentals. Students will also receive cognitive training regarding the sport of basketball.

Physical Education 1 (Sports training for JV athletes)

This PE 1 is for 9th graders who anticipate playing any sport besides football, basketball, or baseball. Students will be focused on strength training and speed development as well as sport specific skills and fundamentals. Students will also receive cognitive training regarding their sport.

Physical Education 2 (General PE)

This course further develops the skills needed to enjoy a lifetime of physical activity. Regular participation supports the mastery of more advanced skills.

Physical Education 2 (Grade 10 JV football)

This PE 2 is for students who anticipate playing JV football as 10th graders. Students will be focused on strength training and speed development as well as basketball specific skills and fundamentals. Students will also receive cognitive training regarding the sport of basketball.

Physical Education 2 (Sports training for JV athletes)

This PE 2 is for 9th graders who anticipate playing any sport besides football, basketball, or baseball. Students will be focused on strength training and speed development as well as sport specific skills and fundamentals. Students will also receive cognitive training regarding their sport.

Physical Education 3 (Varsity football)

This PE 3 is for students who anticipate playing Varsity football. Students will be focused on strength training and speed development as well as basketball specific skills and fundamentals. Students will also receive cognitive training regarding the sport of basketball.

Physical Education 3 (Sports training for Varsity athletes)

This PE 3 is for students who anticipate playing a varsity sport besides football, basketball, or baseball. Students will be focused on strength training and speed development as well as sport specific skills and fundamentals. Students will also receive cognitive training regarding their sport.

Physical Education 4 (Varsity football)

This PE 4 is for students who anticipate playing Varsity football. Students will be focused on strength training and speed development as well as basketball specific skills and fundamentals. Students will also receive cognitive training regarding the sport of basketball.

Physical Education 4 (Sports training for Varsity athletes)

This PE 4 is for students who anticipate playing a varsity sport besides football, basketball, or baseball. Students will be focused on strength training and speed development as well as sport specific skills and fundamentals. Students will also receive cognitive training regarding their sport.

Physical Education 1 - 4 (JV and Varsity baseball)

This PE 1 - 4 is for students who anticipate playing JV or Varsity Baseball. Students will be focused on strength training and speed development as well as baseball specific skills and fundamentals. Students will also receive cognitive training regarding the sport of baseball

Physical Education 1 - 4 (JV and Varsity basketball)

This PE 1 - 4 is for male and female students who anticipate playing JV or Varsity Basketball. Students will focus on strength training and speed development as well as basketball specific skills and fundamentals. Students will also receive cognitive training regarding the sport of basketball.

Physical Education 2 - 4 (Adaptive PE)

Prerequisite: PE 1 or NJROTC 1, Teacher Recommendation

This course is for students who have passed a PE 1 or NJROTC 1 course in the previous year, and who have been added by a teacher or administrator’s recommendation. The students will be general education students who will be “buddies” for our Adaptive PE students, helping them with their motor, coordination, and skill development.

Adaptive PE

This course is for students with Exceptional Needs only, focusing on certain movement and coordination skills, while learning to play games, activities, and exercising in a non-restrictive environment.



Health

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|------------------------------|------------------|------------|
| Personal Health and Wellness | 340200CH | 0.5 or 1.0 |

**All students in Grade 9 should take personal health paired with a .5 elective credit.

High School Health

Personal Health and Wellness

Recommended for Grade 9

This course is designed to develop decision-making skills that help students make intelligent choices to live healthy, productive lives. The course content includes communication; stress management; problem solving; environment awareness; personal fitness; nutrition; human sexuality including, family life, pregnancy prevention and sexually transmitted diseases, substance abuse, disease prevention; and career interests. The course typically includes group workshops and projects, guest speakers, films and videos, lectures, tests, and physical fitness exercises.



NAVY Junior ROTC

Prerequisite for ROTC courses: US citizen

Course Titles and Numbers

| Course Title | Course Number(s) | Credit |
|----------------------------------|------------------|--------|
| Navy Junior ROTC Naval Science 1 | 375103CW | 1 |
| Navy Junior ROTC Naval Science 2 | 375203CW | 1 |
| Navy Junior ROTC Naval Science 3 | 375303CW | 1 |
| Navy Junior ROTC Naval Science 4 | 375403CW | 1 |

High School Navy Junior ROTC

NAVY JUNIOR ROTC 1

Grades: 9th

Orientation highly encourage for 1st year cadets during the summer

This is an elective course for students with an interest in naval and military subjects. Classroom instruction includes maritime geography, government, naval history, oceanography, and navigation. Additional training in military drill stresses self-discipline, respect for authority, and personal appearance. All uniforms, books, and training materials are provided free by the Navy. **Participation in NJROTC requires compliance with Navy standards of grooming, to include regulation haircuts, being clean shaven and no earrings for males, wearing the uniform weekly, and acceptance of stringent standards of discipline.** This class will provide the SC required **NAVY JUNIOR ROTC 1** credit when combined with the Health curriculum in High School 101.

NAVY JUNIOR ROTC 2

Grades: 10th

Orientation highly encourage for 1st year cadets during the summer

Prerequisites: Completion of NJROTC 1 or recommendation from instructor.

This is an elective course for students who have satisfactorily completed NJROTC 1. Classroom instruction includes naval history, meteorology, navigation, naval operations, and first aid. Additional training in military drill stresses leadership, self- confidence, and personal appearance. (Navy Grooming standards required)

NAVY JUNIOR ROTC 3

Grades: 11th

Orientation highly encourage for 1st year cadets during the summer

Prerequisites: Completion of NJROTC 2 or recommendation from instructor.

This is an elective course for students who have satisfactorily completed NJROTC 2. Classroom instruction includes naval history, astronomy, government, and sea power. Additional training in military drill stresses leadership, self-confidence, and personal appearance. (Navy Grooming standards required)

NAVY JUNIOR ROTC 4

Grade: 12

Orientation highly encourage for 1st year cadets during the summer

Prerequisites: Completion of NJROTC 3 or recommendation from instructor.

This is an elective course in practical leadership for selected seniors who have satisfactorily completed NJROTC 3. Classroom experience involves the management of the NJROTC unit in its leadership positions and the training of cadets under the supervision of instructors. Emphasis is on the development of leadership, management ability, and self-confidence. (Navy Grooming standards required)



Career and Technology Education

Introduction

The mission of the Charleston County School District's Career and Technology Education (CTE) program is to provide world class knowledge, world class skills, and life and career characteristics aligned with the Profile of a South Carolina Graduate. College and career readiness will result from the acquisition of knowledge and skills. Students will become global citizens who meet academic and technical standards for high-demand, high-wage jobs of the future. CTE programs will prepare students to be responsible, mature, and contribute effectively to society.

Students engaged in a CTE program of study will see a connection between secondary and post-secondary opportunities. Students in a CTE program of study will be able to identify and address current and emerging workforce opportunities. Students who complete a career pathway have a higher graduation rate than those who do not complete. Students will have the opportunity to enroll in CTE programs at West Ashley High School and West Ashley CAS (Center for Advanced Studies).

| |
|--|
| CTE Programs at West Ashley High School |
| Business |
| Business Information Management |
| General Management |
| Education and Training |
| Early Childhood Education |
| Finance |
| Accounting Business Finance Securities and Investments |
| Hospitality and Tourism |
| Culinary Arts |
| Human Services / Family & Consumer Sciences |
| Nail Technology Family & Consumer Science |
| Information Technology |
| Programming and Software Development |
| Marketing, Sales, and Service |
| Merchandising Marketing Communications |

| |
|--|
| CTE Programs offered at CAS (Center for Advanced Studies) |
| Automotive |
| Automotive Technology |
| Welding |
| Welding Technology |
| Manufacturing |
| Mechatronics Integrated Technologies |

| |
|---|
| Information Technology |
| Information Support and Services Networking & Cyber Security |
| Health Science |
| Biomedical Science (Project Lead the Way) |
| Health Science |
| Sports Medicine |
| Media |
| Media Technology |
| Engineering |
| Pre-Engineering (Project Lead the Way) |

Completer

A Career and Technology Education (CTE) Completer is a student who has earned all of the required units in a state recognized CTE program leading to a career goal.

Work-Based Learning

Work-based Learning (WBL) provides students with structured experiences outside the classroom empowering students with primary knowledge in their chosen career pathway.

WBL experiences also offer students the opportunity to apply skills learned in their career and technology program of study to real world professional environments. CCSD students should plan to participate in at least one work-based learning experience during each year of high school.

Most often, WBL experiences originate from a teacher in the form of an assignment.

Examples of Work-Based Learning Assignments:

- Structured Field Study (Field Trip)
- Off Campus Job Shadowing
- Virtual Job Shadowing
- Service Learning

Work-Based Learning Courses for High School Credit

Students can also earn high school course credits through work-based learning experiences.

Each of these WBL opportunities must be **Student Led**, meaning the student must take a leadership role in their participation. Examples of WBL for credit may include WBL Mentoring and School-based Enterprise. However, most often WBL course credits are earned through Internships and Youth Apprenticeships, as described below:

Internships

- Typically lasts one semester
- Can be paid or unpaid
- Requires an identified Teacher of Record

- Requires formal training agreement with host company
- Teacher of Record collects proof of hours worked (120 minimum), weekly writing assignments, and supervisor review sheets.

For more information on Internship opportunities during the school year and/or the summer, please visit the CCSD Career and Technology Education website: <http://charlestonempowered.com/>

Youth Apprenticeships

Over 100 employers in the Charleston region offer rising high school juniors, seniors, and graduating seniors the opportunity to **Get Paid to Learn** as youth apprentices. Youth apprentices receive paid on-the-job training along with classroom instruction as dual-credit students through TTC's Workforce Academies.

Thanks to the support of the Charleston Metro Chamber of Commerce, students in the youth apprenticeship program receive a scholarship worth approximately \$6000 to cover all tuition and costs for apprenticeship-related college courses at TTC.

Apprenticeship opportunities are available in the following local careers:

- Industrial Mechanics
- Machine Tool Technology
- Culinary Arts
- Hotel Operations
- EMT (open only to rising and graduating seniors)
- CNA/Pre-Nursing
- Medical Office Assistant
- Cyber-security
- Civil CAD Technician
- Automotive Mechanic
- Air Conditioning and Refrigeration/HVAC
- Security/Pre-Law Enforcement *

*In South Carolina, law enforcement officers must be at least 21 years of age. This apprenticeship equips students for employment as private security officers, and prepares them to continue their education and training at the police academy.

Students who participate in and complete the two-year program will receive:

- Two years of paid employment and mentoring from an industry professional
- A high school diploma (if not already granted)
- One year of college credit from TTC free of charge
- A completion certificate for coursework that may be applied to an associate degree
- National credentials from the U.S. Department of Labor
- Two years of work experience
- Marketable skills for life

Youth Apprenticeship Participation Requirements

- To be eligible for a youth apprenticeship, a student must:
- Be a rising junior, senior or graduating senior
- Be at least 16 years of age
- Achieve qualifying ACCUPLACER Placement Test scores*
- Demonstrate academic readiness and responsibility
- Have reliable transportation to work and to school
- Be legally able to work in the U.S.

To start the application process, students must complete and submit all sections of the Youth Apprenticeship Application Packet, including proof of qualifying placement test scores. To schedule an appointment at the TTC Testing Center, call 843.574.6410.

For more information or for the application package, please visit this website:
https://www.tridenttech.edu/career/workforce/car_youth_apprentice.htm

High School Career & Technology Education

The following courses are potential CTE offerings for Grade 9 - 12:

Cluster: Business, Management, and Administration

| Course Title | Course Number(s) | Credit |
|---|------------------|--------|
| Digital Publication Design | 517600CW | 1 |
| Entrepreneurship | 540000CW | 1 |
| Fundamentals of Business, Marketing & Finance | 509000CW | 1 |
| Image Editing | 534000CW | 1 |
| Business, Management and Administration, Work-Based Credit | 549000CW | 1 |

Digital Publication Design (WAHS)

This course brings together graphics and text to create professional level publications. Students create, format, illustrate, design, edit/revise, and print publications. Improved productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included. Students will be introduced to Adobe InDesign, Adobe Illustrator, Adobe Photoshop, Microsoft Publisher, and Microsoft Word. Students who successfully complete this course will be prepared to sit for the ACA-Print & Digital Media Publication with Adobe InDesign certification exam.

Entrepreneurship (WAHS)

Recommended for Grade 11 or 12; Prerequisite: Completion of 2 courses in Marketing, Business, or Finance

Entrepreneurship is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of marketing, staffing and financial considerations.

Fundamentals of Business (WAHS)

Recommended for Grade 9 or 10

Fundamentals of Business, Marketing, and Finance is designed to encourage students to pursue successful careers as an entrepreneur in business, marketing, and finance. Students will gain a basic understanding of business concepts including international business, business management and operations, financial planning, accounting fundamentals, risk management, marketing communications, and social responsibility and business ethics. This course will increase students' knowledge and skills that are utilized within business as it relates to a global society.

Image Editing (WAHS)

Prerequisite: Digital Multimedia.

This course is designed to provide the student with the knowledge and skills needed to utilize digital imaging software in

editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as basic computer operations, file sharing across networks, digital scanning, digital photography, and preparing documents for output to various types of media.

Business, Management, and Administration Work-Based Credit (WAHS)

Recommended for Grade 11 or 12 and at least 16 years of age

Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for Work-Based Learning Experiences that meet acceptable criteria.

Cluster: Arts, Audio-Video Technology, and Communications

| Course Title | Course Number(s) | Credit |
|---------------------|-------------------------|---------------|
| Media Technology 1 | 612400CW | 1 |
| Media Technology 2 | 612500CW | 1 |
| Media Technology 3 | 612600CW | 1 |
| Media Technology 4 | 612700CW | 1 |

Media Technology 1 (CAS)

In the Media Technology program, students will explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio, video, and film. They will work collaboratively while writing, producing, directing, and editing projects of increasing complexity, using industry-standard software and equipment. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications. Program completers will compile their works for inclusion

Media Technology 2 (CAS)

Prerequisite: Media Technology 1

In the Media Technology program, students will explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio, video, and film. They will work collaboratively while writing, producing, directing, and editing projects of increasing complexity, using industry-standard software and equipment. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications. Program completers will compile their works for inclusion

Media Technology 3 (CAS)

Prerequisite: Media Technology 1 and 2

In the Media Technology program, students will explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio, video, and film. They will work collaboratively while writing, producing, directing, and editing projects of increasing complexity, using industry-standard software and equipment. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications. Program completers will compile their works for inclusion

Media Technology 4 (CAS)

Prerequisite: Media Technology 1, 2, and 3

In the Media Technology program, students will explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio, video, and film. They will work collaboratively while writing, producing, directing, and editing projects of increasing complexity, using industry-standard software and equipment. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications. Program completers will compile their works for inclusion.

Cluster: Education and Training

| Course Title | Course Number(s) | Credit |
|---|------------------|--------|
| Child Development 1 | 580000CW | 1 |
| Child Development 2 | 580100CW | 1 |
| Early Childhood Education 1 | 570000CW | 1 |
| Early Childhood Education 2 | 570100CW | 1 |
| Dual Enrollment Teacher Cadet-CTE | 570500EW | 1 |
| Education and Training Work-Based Credit | 639000CW | 1 |

Child Development 1 (WAHS)

Recommended for Grade 10, 11, or 12

Child Development 1 focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child’s development from conception through childhood are explored. Students who successfully complete this course will be prepared to sit for the American Red Cross Baby Sitter Safe Sitter certification exam.

Child Development 2 (WAHS)

Recommended for Grade 10, 11, or 12; Prerequisite: Child Development 1

Child Development 2 is a specialized course that provides students with knowledge and skills related to children’s growth and development. Students are equipped to develop positive relationships with children and effective care giving skills. Emphasis is on promoting the well-being and healthy development of children and strengthening families in a diverse society.

Early Childhood Education 1 (WAHS)

Recommended for Grade 10, 11, 12; Prerequisites: Child Development 1 and 2

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.

DE ECD 101

Early Childhood Education 2 (WAHS)

Prerequisite: Early Childhood Education 1

This course focuses 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 activities. Student laboratory / field experiences may be school-based or in the community and include job shadowing and internships. Integration of the student organization, Family, Career, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Dual Enrollment Teacher Cadet (WAHS)

Prerequisites: 3.0 GPA or higher, 3 teacher recommendations, essay, and application; **Course Fee:** \$15.00.

This course focuses on encouraging academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. The overall goal is to develop future community leaders who will become civic advocates for public education. The program seeks to provide high school students with insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.

Education and Training Work-Based Credit (WAHS)

Recommended for Grade 11 or 12 and at least 16 years of age

Cooperative education experiences are designed for students who have completed at least 2 units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in subsequent course or have completed 3 units in a state recognized Career and Technology (CTE) major with mastery of standards to be eligible for participation. Students may be awarded credit for Work-Based Learning experiences that meet acceptable criteria.

Cluster: Finance

| Course Title | Course Number(s) | Credit |
|--------------------------|------------------|--------|
| Accounting 1 | 500100CW | 1 |
| Accounting 2 | 500500CW | 1 |
| Business Finance | 527300CW | 1 |
| Securities & Investments | | 1 |

Accounting 1 (WAHS)

Recommended for Grade 10, 11, or 12; Prerequisite: 70% in Algebra 1 and/or instructor approval

Accounting 1 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. Students will be introduced to QuickBooks. Students who successfully complete these courses will be prepared to sit for the QuickBooks certification exam.

Accounting 2 (WAHS)

Recommended for Grade 11 or 12; Prerequisite: Accounting I with a grade of C or higher and/or instructor approval

Accounting 2 expands the student’s understanding of accounting subsystems and internal control procedures. The student develops an understanding of various methods 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. Students will be introduced to QuickBooks. Students who successfully complete these courses will be prepared to sit for the QuickBooks certification exam.

Business Finance (WAHS)

Recommended for Grade 10, 11 or 12

This course is designed to provide students with an understanding of how corporations, organizations, and businesses handle money. Concepts include the management of money, accounting methodologies, investing strategies, and effective financial management.

Securities and Investments (WAHS)

Recommended for Grade 10, 11 or 12; 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). Students will describe and abide by laws and regulations in order to manage business operations and transactions in the securities industry: access, process, maintain, evaluate, and disseminate information to assist in making decisions common to the securities industry; and monitor, plan, and control day-to-day securities organization activities to ensure continued business functions. Topics include the analysis of stocks, dividends, hedge funds, venture capital, bonds, mutual funds, real estate, precious metals, gems, collectibles, and futures/options markets.

Cluster: Health Science Technology

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| Health Science 1 | 555000CW | 1 |
| Health Science 2 | 555100CW | 1 |
| Health Science 3 | 555200CW | 1 |
| Medical Terminology | 554000CW | 1 |
| PLTW - Principles of Biomedical Sciences | 558000HW | 1 |
| PLTW - Human Body Systems | 558100HW | 1 |
| PLTW-Medical Interventions | 558200HW | 1 |
| Sports Medicine 1 | 555500CW | 1 |
| Sports Medicine 2 | 555600CW | 1 |
| Sports Medicine 3 | 555700CW | 1 |

| | | |
|------------------------------------|----------|---|
| Health Science Clinical Study | 556000HD | 2 |
| Sports Medicine, Work-Based Credit | 559100CW | 1 |

Health Science 1 (CAS)

Prerequisite: Biology (either as a prerequisite or concurrently), Medical Terminology (either as a prerequisite or concurrently)

Health Science 1 is a course offered to students interested in pursuing a career in the healthcare field. During this course students are introduced to healthcare history, careers, law and ethics, cultural diversity, health care language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of 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. As students are guided through health care career exploration, they will discuss education levels, and requirements needed to be successful. Students will participate in a career project, and will hear from guest speakers in the healthcare field. Students will learn first-aid procedures and learn fire safety. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance in the Health Science courses. Students who successfully complete this course will be prepared to sit for the First Aid/CPR certifications.

Health Science 2 (CAS)

Recommended for Grade 10, 11, or 12; Students are required to purchase a set of scrubs; Prerequisite: Health Science 1

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. Career pathways and scenarios are introduced through each section. Students in this course should further their knowledge of healthcare careers and future goals by participating in a job shadowing experience.

Health Science 3 (CAS)

Recommended for Grade 11 or 12; Students are required to purchase a set of scrubs; Prerequisite: Health Science 1&2

Human Structure, Function and Disease - 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 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.

Medical Terminology (CAS and WAHS)

Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology.

PLTW Principles of Biomedical Sciences (CAS)

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the

curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent course. Students will be introduced to Inspiration, Vernier LoggerPro, and Audacity.

PLTW Human Body Systems (CAS)

Recommended for Grade 10, 11, or 12; Prerequisite: Principles of Biomedical Sciences

Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of a whole”, working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries. Students will be introduced to Inspiration, Vernier LoggerPro, and Audacity.

PLTW Medical Interventions (CAS)

Recommended for Grade 10, 11, or 12; Prerequisite: Human Body Systems

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Sports Medicine 1 (CAS)

Medical Terminology (either as a prerequisite or concurrently), CPR certification, First Aid Certification

Sports Medicine 1 emphasizes the prevention of athletic injuries, including the components of exercise science, 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 concepts. Students who successfully complete this course will be prepared to sit for the First Aid/CPR/AED certification exams.

Sports Medicine 2 (CAS)

Recommended for Grade 10, 11 or 12; Prerequisite: 75% in Sports Medicine 1

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. Advanced concepts related to the administrative aspects of the sports medicine program will also be covered.

Sports Medicine 3 (CAS)

Recommended for Grade 11 or 12; Prerequisite: Sports Medicine 2

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 affecting 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 school with their athletic department or in an outside clinical setting for real world experience.

Health Science Clinical Study (CAS)

Recommended for Grade 11 or 12 and at least 16 years of age

Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for Work-Based Learning Experiences that meet acceptable criteria.

Sports Medicine, Work-Based Credit (CAS)

Recommended for Grade 11 or 12 and at least 16 years of age

Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for Work-Based Learning Experiences that meet acceptable criteria.

Cluster: Hospitality and Tourism

| Course Title | Course Number(s) | Credit |
|--|------------------|--------|
| Culinary Management 1 | 572000CW | 1 |
| Culinary Management 2 | 572100CD | 2 |
| Hospitality and Tourism, Work-Based Credit | 519000CW | 1 |

Culinary Management 1 (WAHS)

Requirements: Application with teacher recommendation; Lab Fee: ~~\$25; Students must purchase required clothing/uniform~~\$50; Students must wear the required clothing/uniform and closed-toe shoes.

Culinary Arts prepares students for gainful employment and/or entry into postsecondary 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.

Culinary Management 2 (WAHS)

Recommended for Grade 10, 11 or 12; Prerequisite: Culinary Management 1, Application required with teacher recommendation; Lab Fee: ~~\$25; Students must purchase required clothing/uniform~~\$50; Students must wear the required clothing/uniform and closed-toe shoes.

Culinary Arts 2 is an advanced level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings.

Hospitality and Tourism, Work-Based Credit (WAHS)

Recommended for Grade 11 or 12 and at least 16 years of age. Prerequisite: Culinary Management 1&2, Application required with teacher recommendation; Lab Fee: \$50; Students must wear the required clothing/uniform and closed-toe shoes.

Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed

three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for work-based learning experiences that meet acceptable criteria.

Cluster: Human Services / Family and Consumer Sciences

| Course Title | Course Number(s) | Credit |
|-----------------------------------|------------------|--------|
| Nail Technology 1 | 615400CW | 1 |
| Nail Technology 2 | 615500CW | 1 |
| Nail Technology 3 | 615600CW | 1 |
| Human Services, Work-Based Credit | 579000CW | 1 |

Nail Technology 1 (WAHS)

Recommended for Grade 10, 11, or 12; Requirement: \$160 Nail Technology Kit and Lab Coat

Nail Technology is a program that prepares individuals to shape fingernails and toenails, remove unwanted skin and blemishes, apply polish and cosmetics to nails, and function as licensed manicurists or nail technicians/specialists. Instruction includes manicuring theory; skin anatomy; nail growth, irregularities, and diseases; sterilization and sanitation; equipment and table maintenance; cuticle, blemish, and rough skin removal; nail filing, shaping, and polishing; cream application and extremity massage; nail sculpture and design art; product storage and use; customer services; laws and regulations; and business practices.

Nail Technology 2 (WAHS)

Recommended for Grade 10,11, 12; Prerequisite: Nail Technology 1; Requirement: \$50.00 kit supplies

This course is a continuation of Nail Technology 1.

Nail Technology 3 (WAHS)

Recommended for Grade 10,11 12; Prerequisite: Nail Technology 2; Requirement: \$50 fees and supplies; Additional fees may apply

This course is a continuation of Nail Technology 2.

Human Services, Work Based Credit (WAHS)

Recommended for Grade 11 or 12 and at least 16 years of age

Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for work-based learning experiences that meet acceptable criteria.

Cluster: Information Technology

| Course Title | Course Number(s) | Credit |
|------------------------|------------------|--------|
| Computer Programming 1 | 505000CW | 1 |
| Computer Programming 2 | 505100CW | 1 |

| | | |
|--|-----------|---|
| Computer Repair and Service | 532000CW | 1 |
| Advanced Computer Repair and Service | 532100CW | 1 |
| Cyber Security Fundamentals | 537000CW | 1 |
| Fundamentals of Web Page Design and Development | 503100CW | 1 |
| Introduction to Computer Programming | 5050500CW | 1 |
| AP Computer Science Principles | 477500AW | 1 |

Introduction to Computer Programming (WAHS)

Recommended for Grade 9, 10,11 12; Prerequisite: Any computer-related course, Algebra 1 (or equivalent), and/ or Teacher recommendation

Computer Programming with Java 1 emphasizes the fundamentals of computer programming. Topics include computer software, program design and development, and practical experience in programming, using modern, object-oriented languages.

AP Computer Science Principles (WAHS)

Recommended for Grade 9, 10,11 12; Prerequisite: Any computer-related course, Algebra 1 (or equivalent), and/ or Teacher recommendation

Computer Repair and Service (CAS)

The Computer Repair and Service course prepares students to perform tasks related to computer repair. Students receive instruction in the installation, operation, maintenance, and repair of computer-based technology. Instruction may also include mobile devices, peripheral devices, networking, and laptops. Laboratory activities provide instruction in installation, configuration, troubleshooting, component replacement, operating systems, and upgrades in accordance with industry certification standards. Students will be introduced to TestOut software. Students who successfully complete the level 1 and level 2 courses will be prepared to sit for the TestOut PC Pro A+, TestOut Windows Client Pro, and/or Comp TIA A+ certification exams.

Advanced Computer Repair and Service (CAS)

Recommended for Grade 10, 11, or 12; Prerequisite: Computer Repair and Service and/or passing score on applicable industry certification such as CompTIA A+ 220-801

The Advanced Computer Repair and Service course is a continuation of the Computer Repair and Service course. It prepares students to perform advanced, detailed tasks related to computer repair. Students receive instruction in operating systems, security, mobile devices, and troubleshooting. Laboratory activities provide instruction in installation, configuration, operation, maintenance, security, troubleshooting, and repair of industry-standard operating systems in accordance with industry certification standards. Students will be introduced to TestOut software. Students who successfully complete the level 1 and level 2 courses will be prepared to sit for the TestOut PC Pro A+, TestOut Windows Client Pro, and/or Comp TIA A+ certification exams.

Cyber Security Fundamentals (CAS)

Cyber Security Fundamentals introduces the core concepts and terminology of cyber security and information assurance. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and best practices management. The fundamental skills cover network security, testing, and validation; compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; cryptography; and a broad range of other topics. Students will be introduced to TestOut software. Students who successfully complete this course will be prepared to sit for the Microsoft MTA Security and the Certified Information Security Professional Associate (CCISP) certification exams.

Advanced Cyber Security (CAS)

Recommended for Grade 10, 11, 12; Prerequisite: Cyber Security Fundamentals

Advanced Cyber Security introduces advanced concepts and terminology of cyber security and information assurance. The course examines how security integrates into user involvement and the importance of having security training, ethics, trust, and best practices management. The advanced skills cover network security, testing, and validation; compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; cryptography; and a broad range of other topics. This is the second of two sequential courses that prepare the student to take the CompTIA Security+ certification exam.

Fundamentals of Web Page Design and Development (WAHS)

Web Page Design and Development is designed to provide the student with the knowledge and skills needed to design web pages. Students will develop skills in designing, implementing, and maintaining a website using authoring tools. Students will be introduced to ~~Adobe Dreamweaver~~ **the scripting language of HTML and CSS through hand-coding a personal site in conjunction with a class-led site**. Students who successfully complete this course will be prepared to sit for the ~~ACA Web Communication with Adobe Dreamweaver~~ **the IC3 Living Online** certification exam.

Cluster: Manufacturing

| Course Title | Course Number(s) | Credit |
|---|------------------|--------|
| Mechatronics 1 Electrical Components / Industrial Safety: Robotics | 621000CW | 1 |
| Mechatronics 2 Components Electric Drives / Hand & Power Tool Op: Robotics | 621100CW | 1 |
| Mechatronics 3 Electro Pneumatics and Hydraulics: Robotics | 621200CW | 1 |
| Mechatronics 4 Digital Fundamentals and Programmable Controllers: Robotics | 621300CW | 1 |

Mechatronics EC and IS (Mechatronics 1: Electrical Components / Industrial Safety) (CAS)

Recommended for Grade 11, 12; Prerequisite: Algebra 1 (either as a prerequisite or concurrently)

Mechatronics 1 is focused on Industrial Technology. Mechatronics is a new interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. The 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 postsecondary program at a technical college. Dual credit may be available through some SC technical colleges. Students who successfully complete these courses plus additional requirements will be prepared to sit for the Siemens Online quick STEP Training - Industry Services and OSHA certification exams. Students will be introduced to FluidSim, RobotC, Autodesk Inventor, and Camtasia.

Mechatronics Components (Mechatronics 2: Components Electric Drives/Hand & Power Tool Op) (CAS)

Recommended for Grade 11,12; Prerequisite: Mechatronics EC and IS (Mechatronics 1)

Mechatronics 2 is focused on Hand and Power Tool Operations. Mechatronics is a new interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. The 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 postsecondary program at a technical college. Dual credit may be available through some SC technical colleges. Students will be introduced to FluidSim, RobotC, Autodesk Inventor, and Camtasia.

Electro Pneumatics and Hydraulics (Mechatronics 3) (CAS)

Recommended for Grade 11, 12; Prerequisite: Mechatronics Components (Mechatronics 2)

Mechatronics 3 is focused on Hydraulics & Pneumatics. Mechatronics is a new interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. The 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 postsecondary program at a technical college. Dual credit may be available through some SC technical colleges. Students will be introduced to FluidSim, RobotC, Autodesk Inventor, and Camtasia.

Mechatronics SF and PC (Mechatronics 4: Digital Fundamentals and Programmable Controllers) (CAS)

Recommended for Grade 11, 12; Prerequisite: Electro Pneumatics and Hydraulics (Mechatronics 3)

Mechatronics 4 is focused on AC-DC Circuits. Mechatronics is a new interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. The 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 postsecondary program at a technical college. Dual credit may be available through some SC technical colleges. Students will be introduced to FluidSim, RobotC, Autodesk Inventor, and Camtasia. Sections 1, 2, 3, and 4 are the minimum standards for articulation of Mechatronics to (some) technical colleges in South Carolina.

Cluster: Manufacturing

| Course Title | Course Number(s) | Credit |
|----------------------|-------------------------|---------------|
| Welding Technology 1 | 634000CD | 2 |

| | | |
|----------------------|----------|---|
| Welding Technology 2 | 634100CD | 2 |
| Welding Technology 3 | 634200CD | 2 |
| Welding Technology 4 | 634300CD | 2 |

Welding Technology 1 (CAS)

Recommended for Grade 11, 12; Prerequisite: Electro Pneumatics and Hydraulics (Mechatronics 3)

Welding is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the construction industry or in advanced manufacturing. Students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication. This program will provide the students with skills in basic Shielded metal arc welding (SMAW), gas metal arc welding (GMAW), Flux core arc welding (FCAW), Gas tungsten arc welding (GTAW), as well as quality control methods. Provided a student takes Introduction to Construction and scores 70% on all assessments (00101-8-15), he or she does not have to repeat these modules in HVAC, Building Construction, Cabinetmaking, Carpentry, Electricity, Masonry, Mechatronics, Plumbing, and welding.

Welding Technology 2 (CAS)

Prerequisite: Welding Technology 1

Welding is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the construction industry or in advanced manufacturing. Students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication. This program will provide the students with skills in basic Shielded metal arc welding (SMAW), gas metal arc welding (GMAW), Flux core arc welding (FCAW), Gas tungsten arc welding (GTAW), as well as quality control methods. Provided a student takes Introduction to Construction and scores 70% on all assessments (00101-8-15), he or she does not have to repeat these modules in HVAC, Building Construction, Cabinetmaking, Carpentry, Electricity, Masonry, Mechatronics, Plumbing, and welding.

Welding Technology 3 (CAS)

Prerequisite: Welding Technology 1 and 2

Welding is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the construction industry or in advanced manufacturing. Students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication. This program will provide the students with skills in basic Shielded metal arc welding (SMAW), gas metal arc welding (GMAW), Flux core arc welding (FCAW), Gas tungsten arc welding (GTAW), as well as quality control methods. Provided a student takes Introduction to Construction and scores 70% on all assessments (00101-8-15), he or she does not have to repeat these modules in HVAC, Building Construction, Cabinetmaking, Carpentry, Electricity, Masonry, Mechatronics, Plumbing, and welding.

Welding Technology 4 (CAS)

Prerequisite: Welding Technology 1, 2, and 3

Welding is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the construction industry or in advanced manufacturing. Students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication. This program will provide the students with skills in basic Shielded metal arc welding (SMAW), gas metal arc welding (GMAW), Flux core arc welding (FCAW), Gas tungsten arc welding (GTAW), as well as quality control methods. Provided a student takes Introduction to Construction and scores 70% on all assessments (00101-8-15), he or she does not have to repeat these modules in HVAC, Building Construction, Cabinetmaking, Carpentry, Electricity, Masonry, Mechatronics, Plumbing, and welding.

Cluster: Marketing, Sales and Services

| Course Title | Course Number(s) | Credit |
|---|------------------|--------|
| Digital Media Marketing | 542200CW | 1 |
| Marketing | 542100CW | 1 |
| Merchandising | 543000CW | 1 |
| Marketing Work-Based Credit | 509100CW | 1 |
| Professional and Leadership Development | 517800CW | 1 |

Digital Media Marketing (WAHS)

Recommended for Grade 11 or 12; Prerequisite: Marketing

This course examines all aspects of advertising and digital media marketing. Students will creatively plan, design, and develop an advertising campaign for a product or service using real-world applications and considerations. Students will integrate technology commonly used in the advertising industry.

Marketing (WAHS)

Marketing introduces marketing concepts; examines the economic, marketing and business, and human resource fundamentals; and provides an overview of the marketing functions of selling, promotion, distribution, risk management, pricing, purchasing, marketing information management, product/service planning, and financing.

Merchandising (School Store - CAT Shack) - WAHS

Recommended for Grade 10, 11, or 12; Prerequisite: Marketing

This course prepares individuals to understand the process of merchandising as it relates to the resale of products and product lines for stores, chains, and other retail enterprises. Concepts included in the course are merchandising, branding, purchasing, buying, and display.

Marketing Work-Based Credit (WAHS)

Recommended for Grade 11 or 12 and at least 16 years of age

Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for work-based learning experiences that meet acceptable criteria.

Professional and Leadership Development (WAHS)

Recommended for Grade 10, 11, 12; Requirement: Enrollment in DECA and instructor approval

The purpose of this course is to help students develop leadership skills necessary for success in business careers through effective communications, problem-solving techniques, and managing resources and meetings. The students will develop an understanding of the need for community service as part of their overall civic and professional responsibilities.

Cluster: Science, Technology, Engineering, and Mathematics

| Course Title | Course Number(s) | Credit |
|------------------------------------|------------------|--------|
| Introduction to Engineering Design | 605100HW | 1 |
| Engineering Essentials | 614400CW | 1 |

| | | |
|----------------------------------|----------|---|
| Principles of Engineering | 605000HW | 1 |
| Aerospace Engineering | 605600HW | 1 |
| Civil Engineering & Architecture | 605800HW | 1 |
| Computer Science Essentials | 637200CW | 1 |

PLTW Introduction to Engineering Design (CAS)

Prerequisite: Algebra 1

Introduction to Engineering Design is an introductory course that develops student problem solving skills with emphasis placed on the development of three-dimensional computer models. Students will learn a problem-solving design process and how it is used in industry to manufacture a product. A Computer-Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used is state of the art and are currently being used by engineers throughout the industry. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Students will be introduced to Autodesk Inventor and Convert.

PLTW Engineering Essentials (CAS)

The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

PLTW Principles of Engineering (CAS)

Prerequisite: Introduction to Engineering Design

Principles of Engineering is a course that helps students understand the field of engineering/ engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will be introduced to a variety of software that may include Autodesk Inventor, RobotC, MDSolids, and/or Vernier LoggerPro.

PLTW Aerospace Engineering (CAS)

Recommended for Grade 11 or 12; Prerequisite: Principles of Engineering

In Aerospace Technology, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering (which includes the study of intelligent vehicles like the Mars rovers Spirit and Opportunity) through hands-on engineering projects developed with NASA. This course propels students' learning in the fundamentals of atmospheric and space flight as they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. Students will be introduced to a variety of software that may include Autodesk Inventor, Aery, RobotC, and/or FoilSim.

PLTW Civil Engineering & Architecture (CAS)

Recommended for Grade 10, 11, or 12; Prerequisite: Principles of Engineering

The Civil Engineering and Architecture course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: the roles of civil engineers and architects, project planning, site planning, building design, and project

documentation and presentation. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Students will be introduced to Autodesk Revit, MDSolids, and Convert.

PLTW Computer Science Essentials (CAS)

ICS is designed to be the first computer science course for students who have never written code. Students create apps for mobile devices, explore the impact of computing in society, and learn how computing applies in various career fields. Students will be introduced to a variety of software that may include Flash, App Inventor, and/or Gimp. In CSA, students collaborate to integrate technologies across multiple platforms, mobile devices, and networks. Students will be introduced to Java and other industry-standard tools.

Cluster: Transportation, Distribution and Logistics

| Course Title | Course Number(s) | Credit |
|-------------------------|-------------------------|---------------|
| Automotive Technology 1 | 603000CD | 2 |
| Automotive Technology 2 | 603100CD | 2 |
| Automotive Technology 3 | 603200CD | 2 |
| Automotive Technology 4 | 603300CD | 2 |

Automotive Technology 1 (CAS)

This course offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution, and Logistics career cluster. The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution, and Logistics career cluster.

Automotive Technology 2 (CAS)

Prerequisite Automotive Technology 1

This course offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution, and Logistics career cluster. The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution, and Logistics career cluster.

Automotive Technology 3 (CAS)

Prerequisite Automotive Technology 1 and Automotive Technology 2

This course offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution, and Logistics career cluster. The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution, and Logistics career cluster.

Automotive Technology 4 (CAS)

Prerequisite Automotive Technology 1, 2, and 3

This course offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution, and Logistics career cluster. The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution, and Logistics career cluster.

Global Leadership Community Engagement “PACK”

I. Course Description

At West Ashley, PACK builds a culture of respect, responsibility, courage and kindness, where students and adults are committed to quality work and citizenship. As the foundation for our culture, the four main purposes of PACK are: relationships, service, college/career preparation, and academic advisement and monitoring. In collaboration with content area teachers, PACK leaders also will support students in their understanding and ownership of the Habits of Success (discussed below), as well as supporting students to define themselves as effective learners, ethical people and contributors to a better world.

II. Instructional Philosophy

PACK is family. We start in a circle. We end in a circle. Regardless of our differences, we stand together.

The PACK experience provides both academic and emotional support. With the guidance of a PACK Leader, PACK gives you a safe space to explore, share, create, make mistakes, reflect, learn, prepare, encourage, and celebrate.

PACK is to help students develop life skills through the 4 main purposes of PACK: relationships, service, college/career preparation, and academic progress monitoring.

PACK promotes true connections between members, and guests are treated as members. At West Ashley, PACK is home.

III. Content Area Standards

West Ashley High School is responsible for the creation of the PACK curriculum. A PACK Design Team (composed of West Ashley faculty and staff) is responsible for the creation and development of all PACK plans. These plans are designed to scaffold and support all students to become ethical people, effective learners and contributors to a better world. The PACK curriculum centers around tiered support to allow student growth over time. As freshmen, students engage with learning how to navigate high school as a student and person. Sophomores start to consider, “Who Am I?” Juniors explore the possibility of what they could do in the future, and Seniors dig into the question of “How do I prepare for life after West Ashley?” See links below to view the scope and sequence of grade levels. *Note:* These are subject to change as our PDT (PACK Design Team) meets throughout the year utilizing data and feedback for lesson planning. We will also be following along with the district provided SEL scope and sequence through their purchased curriculum once that has been released to schools. See the district’s curriculum [here](#).

Scope and Sequence Documents:

[Freshmen](#)

[Sophomores](#)

[Juniors](#)

[Seniors](#)