ORANGEBURG COUNTY SCHOOL DISTRICT







HIGH SCHOOL COURSE CATALOG 2026-27

OCSD Mission

The mission of Orangeburg County School District, the catalyst of innovation and excellence, is to ensure all students discover and develop their person, purpose and platform through high-quality educational experiences distinguished by:

- a culture of collaboration, equity and inclusion
- a creative learning environment with inspiring opportunities
- a commitment to nurture the academic, physical, social and emotional well-being of all.

Beliefs

We believe that …

- honoring individuality through respect and empathy empowers and promotes acceptance, which builds family and community.
- effective communication is key to understanding others.
- purpose is the core of existence.
- moral values shape who we are.
- a servant's heart encompasses love that is manifested in action and deed toward self and mankind.
- freedom is an inherent right.
- time is life's most valuable asset.
- growth mindset is necessary to adapt and embrace change.

Strategic Objectives

- Every student will discover his/her inner self while creating a blueprint demonstrating his/her unique purpose.
- Every student will have the confidence and competency to use his/her voice to positively impact the community and world.
- Every student will live an extraordinary life dedicating his/her person to a noble purpose from his/her chosen platform.

Strategies

- We will sustain a culture that ensures collaboration, equity and inclusion.
- We will provide high-quality and engaging opportunities through academics, arts, athletics and activities.
- We will recruit, train, and retain highly effective faculty and staff.
- We will ensure stakeholders' voices are heard and honored in our school system.
- We will provide high-quality, state-of-the-art facilities for our students and community.

DISTRICT INFORMATION

Orangeburg County School District

102 Founders Court

Orangeburg, SC 29118

Telephone (803) 534-5454

www.ocsdsc.org

Board of Trustees

Mrs. Ruby G. Edwards, Chair

Dr. Debora Brunson, Vice Chair

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Teresa O. Hinnant, Member

Dr. Lorraine Peeples, Member

Mrs. Betty M. Pelzer, Member

Mrs. Mary B. Ulmer, Member

Superintendent

Dr. Shawn Foster • (803) 534-7924

HIGH SCHOOLS

Bethune-Bowman Middle High School
4857 Charleston Highway
Rowesville, SC 29133
Telephone (803) 516-6011
Fax (803) 516-6013
Lakekia Jamison-Lewis, Principal

Branchville High School
1349 Dorange Road
Branchville, SC 29432
Telephone (803) 274-8875
Fax (803) 274-8645
Charles Gregory, Principal

Edisto High School
500 RM Foster Road
Cordova, SC 29039
Telephone (803) 536-1553
Fax (803) 531-5615
Dr. Kemeka Johnson, Principal

Hunter-Kinard-Tyler Middle High School
7066 Norway Road
Neeses, SC 29107
Telephone (803) 263-4832
Fax (803) 263-4467
Kamar Lee, Principal

Lake Marion High School
56 Tee Vee Road
Santee, SC 29142
Telephone (803) 854-9213
Fax (803) 854-5202
Sean Glover, Principal

North Middle High School
692 Cromer Avenue
North, SC 29112
Telephone (803) 247-2541
Fax (803) 247-5090
Debra Norman, Principal

Orangeburg-Wilkinson High School
601 Bruin Parkway
Orangeburg, SC 29118
Telephone (803) 534-6180
Fax (803) 533-6310
Dr. Patricia Goldsmith, Principal

The Technology Center
3721 Magnolia St
Orangeburg, SC 29118
Telephone (803) 536-4473
Fax (803) 533-6365
Steve Williams, Director

Cope Career Center
6052 Slab Landing Rd
Cope, SC 29038
Telephone (803) 534-7661
Fax (803) 535-4301
Dr. Johnny Murdaugh, Director

Lake Marion Technology Center
56 Tee Vee Road
Santee, SC 29142
Telephone (803) 854-9213
Fax (803) 854-5202
Dr. Ernest Cooper, Director

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GENERAL INFORMATION

PURPOSE

The purpose of the High School Course catalog is to provide guidance during the registration, scheduling, and IGP conferences. Use this document to determine which courses students need to take in order to become successful college and career ready graduates.

SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

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

Students are encouraged to exceed the minimum number of credits for graduation and take advantage of the many opportunities provided in each high school. Relevant curricular choices in the elective areas will prepare each student for postsecondary educational opportunities after graduation.

CORE UNITS	**17.5 Units**
English/Language Arts	4 units
Mathematics	4 units
Science	3 units
United States History and Constitution	1 unit
Economics	½ unit
United States Government	½ unit
Other Social Studies Elective	1 unit
Physical Education, Junior ROTC, Marching Band with Physical Education	1 unit
Computer Science	1 unit
World Language	
OR	1 unit
Career and Technical Education	
Personal Finance (Beginning with the 2023-2024 school year)	½ unit
ELECTIVES:	**6.5 units**
(Includes Comprehensive Health Education Requirements)	
TOTAL UNITS	**24 UNITS**

- All students must take End-of-Course Examinations in order to meet graduation requirements set by the State Board of Education.

- **All students must earn one unit of credit in computer science. Beginning with the 2018-2019 school year, Keyboarding will not meet the computer science requirement. Keyboarding credits earned before 2018-2019 will meet the requirement. A unit of credit applied toward the computer science requirement may not be used to meet the mathematics requirements or the Career and Technology Education requirements.**

- All students must meet the minimum graduation requirement of **one world language or one unit in Career and Technology Education (CTE)**. All students planning to attend a four- year college or university are required to take two units of the same world language. Some colleges or universities require three units of the same world language.

- A half unit (0.5) of study that meets the Comprehensive Health Education requirements must include a course completed in Personal Health and Wellness (340200CH).

- One unit of fine arts, found in the "Visual and Performing Arts" section, is required as a pre-condition of admission for students planning to attend a public four-year college or university.

SOUTH CAROLINA DEPARTMENT OF EDUCATION DIPLOMA PATHWAYS-SEALS OF DISTINCTION

Beginning with the freshman class of 2018 – 2019, students have the option of earning one or more Diploma Pathway Seals of Distinction (Honors Seal, College-Ready Seal, Career-Ready Seal, and/or Specialization Seal (STEM, World Language, Military, and/or Arts). Seals require completion of all graduation requirements. Please see Appendix L for specific seal requirements.

SOUTH CAROLINA EMPLOYABILITY CERTIFICATE REQUIREMENTS

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

The Orangeburg County School District Board has established Administrative Rule IKF-C. To attain the Employability Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; adhere to the local attendance policy; and a total of 24 earned units that include the following:

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

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

Most four-year colleges and universities require 3 lab science courses.

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

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

COMMENCEMENT EXERCISES

The Orangeburg County School District Board has established Administrative Rule IKF. **Only those students who pass all the units required for a diploma or certificate may participate in the commencement exercise held at the end of the school year.** CTE completer ceremonies will be held district-wide**. Students will attend the graduation ceremony of the school where they are currently served.**

GRADE CLASSIFICATION

Grade classification is determined only at the beginning of the school year. In order to comply with state law and ensure continuous and appropriate progress through Grades 9-12, the Orangeburg County School District has established district Promotion and Retention Guidelines. Students are promoted or retained in grade classification based on these criteria:

GRADE 9

Grade classification as a ninth-grade student is determined by the eighth-grade promotion standards.

GRADE 10
Grade classification as a tenth-grade student requires the completion of six units to include English I and a unit of mathematics.

GRADE 11
Grade classification as an eleventh-grade student requires the completion of twelve units to include English I and II; two (2) units of mathematics; and one (1) unit of science.

GRADE 12
Grade classification as a twelfth-grade student requires the completion of eighteen (18) units of credit to include: English I, II, and III; three (3) credits of mathematics; and two (2) credits of science.

If a student 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 eligible to participate in senior activities and events. However, participating in senior activities and events is not a guarantee that graduation requirements will be met successfully.

EARLY GRADUATION

Orangeburg County School District School Board has established guidelines as it relates to graduation requirements. An early graduation request will be reviewed by the principal after the student and parent completes an early graduation application, which includes a written request detailing the reason for completing high school earlier than a four-year period. The request should be given to the student's school counselor for processing. If approved, the student will be eligible to participate in commencement exercises at the end of the school year of early completion. Students are encouraged to take advantage of dual enrollment and other curriculum opportunities that will better prepare them for postsecondary plans. All documentation pertaining to early graduation will be uploaded to attachments in PowerSchool.

Early Graduates (Less than four years in high school)

- Districts should ensure that parents and students are aware of the implications of graduating early. The parents, student, and school counselor should sign and date a district-designed policy.

Early Graduates (Including four years in high school)

- Graduates who complete requirements at the end of the fall, winter, or summer term will not be included in the class count for class rank calculations for SC scholarship purposes. Therefore, PS administrators need to ensure the "Exclude from Class Ranking" checkbox is selected for early graduates.
- A student who has completed graduation requirements and wants to be ranked with the senior class for scholarship eligibility determination purposes can remain an active senior through the end of the senior year by enrolling in courses provided by the high school, a CATE center, or a college/university for dual credit.

Due September 15

Application for Early Graduation

Student Information

Check one: ____ 3rd Year Graduate (Graduating Early) ____ 4th Year (Early Graduate)

First Name _____ Middle Initial _____ Last Name _____

Post-Secondary Plans _____

School: Bethune-Bowman | Branchville | Edisto | Hunter-Kinard-Tyler | Lake Marion | North | Orangeburg-Wilkinson

Requirements

3rd Year Graduate (Graduating Early)

_____My grade level will be changed to senior status (Grade 12).

_____I will complete all high school requirements on or before the final date of the school year.

_____I will not be considered for valedictorian or salutatorian.

_____I will be included in the class count for class rank calculations at the end of the school year.

_____If my plans are to attend college, I will check with the college to see if early graduation will affect my enrollment status.

____ I am college or career ready.

4th Year (Early Graduate)

_____I will complete all high school requirements on or before the end of first semester.

_____I will not be considered for valedictorian or salutatorian.

_____I will not be included in the class count for class rank calculations at the end of the school year.

_____I will not be allowed to participate in any school activities except commencement exercises.

_____If my plans are to attend college, I will check with the college to see if early graduation will affect my enrollment status.

_____ I am college or career ready.

I have earned _____credits.

I need to complete the following credits to graduate early:

English	_____	Mathematics	_____	Science	_____
Social Studies	_____	US History	_____	US Government	_____
Economics	_____	Computer Science	_____	World Language/CATE	_____
PE/ROTC	_____	Electives	_____		

College and Career Readiness (To be completed by school counselor)

ACT Score	_____	SAT Score	_____	Advanced Placement (AP Courses)	Yes / No	Dual Enrollment (Early College Courses)	Yes / No		
CTE completer	Yes / No	Certification(s) Earned	Yes / No	Work-Based Learning	Yes / No	WIN Credential	_____	ASVAB Score	_____

Signatures

I request permission to graduate early. I will have completed all graduation requirements on _____/_____/_____. (date)

_____ Student Signature and Date

_____ Parent/Guardian Signature and Date

_____ Principal Signature and Date

_____ Counselor Signature and Date

HONOR GRADUATES

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

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

Only students in the 9GR of the graduating class will be considered for valedictorian or salutatorian during commencement. Students requesting to graduate early will not be recognized with this honor during graduation commencement. A student must be enrolled in a school four consecutive semesters for designation as valedictorian or salutatorian. In a case of more than one student having the highest or second highest grade point average, multiple valedictorians or salutatorians may be declared and no attempt will be made to break ties. If there are multiple valedictorians, commencement speeches will be given by the valedictorians. Students must be enrolled four consecutive semesters to be recognized as valedictorian or salutatorian.

Note: Students graduating early (as juniors), will rank with the senior class and thus the transcript will reflect the final rank which may impact a student in the original 9GR class.

HIGH SCHOOL SCHOLARS DIPLOMA PATHWAY

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

Please note: The High School Scholars Diploma and the SCDE Diploma Pathways Honors Seal of Distinction are two separate recognitions, each with its own requirements.

ACADEMIC MERIT SCHOLARS

This recognition is bestowed upon high school seniors in the District who have achieved academic excellence. To qualify as an Academic Merit Scholar, students must be ranked in the top 10% of their high school's senior class and have at least a 3.5 grade point average (GPA). All honorees must be candidates for graduation in the spring of their junior year. Students who are ranked in the top 10% of their senior class but do not have at least a 3.5 GPA

are ineligible. Selection is made based upon the students' academic standing at the end of the first semester of their senior year.

HONORS COURSES

The SC Honors Framework is used to guide our honors course offerings. Click on the link below to access the manual:
https://phea.webs.com/SCDE%20Honors%20Level%20Course%20Implementation%20Guide%20-%20Appendix%20A%20-%20April%20%202017.pdf#:~:text=This%20South%20Carolina%20Honors%20Framework%20Implementation%20Guide%20%E2%80%9CSC,of%20Education%20%28SCDE%29%20Policies%20related%20to%20honors%20level

Honors courses are designed for students exhibiting superior abilities in the particular content area. These courses provide opportunities for analytical and creative thinking, fostering innovative ideas which maximize student potential to be globally competitive. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning.

Honors courses may be offered in English, mathematics, science, and social studies. Honors weighting is one half of a quality point (.5) higher in weighting than college preparatory (CP) courses. Honors weighting may be designated in other content areas for the third and fourth level of the courses, provided that the courses meet the standard criteria for an honors level course. Beginning in 2017-2018, all new courses assigned honors weight must meet the criteria of the South Carolina honors framework. Honors weighting may not be designated in any physical education courses.

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

Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the SC Honors Framework criteria to evaluate such evidence.

The receiving school makes the final decision on whether to award the honors weighting.

ADVANCED PLACEMENT COURSES

The following criteria apply to the College Board's Advanced Placement (AP) courses which include those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and School (as specified in State Board

Regulation 43-273, Transfers and Withdrawals).

- Only AP courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP may be weighted as honors but not as AP courses.

- Students must be enrolled in the AP class to be eligible to take the exam. The student may be required to pay the AP exam fee. Students who miss an AP exam will be held responsible for the exam fee.

DUAL ENROLLMENT COURSES
(college vs district grading scale)

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

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

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

Students enrolled in dual enrollment courses funded by Orangeburg County School District must see their high school counselor within the timeframe of drop or add for courses that need to be updated. Failure to see the high school counselor may result in OCSD not funding the course.

Orangeburg County School District dual enrollment program covers the cost for in-state resident students only.

EXTENDED LEARNING OPPORTUNITIES

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

Cooperative Education allows students to combine classroom instruction with paid or non-paid work experience related to their occupational programs. (Additional course credit may be awarded.)
Mentoring allows students to attend class, work throughout the year with a professional in a chosen career, and receive ½ to 1 unit of credit. An original project describing the work experience is required.

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

Shadowing allows students to explore occupational choices through observing worksites.

END-OF-COURSE EXAMINATION PROGRAM (EOCEP) COURSES

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The State of South Carolina mandates an end-of-course examination after completion of Algebra 1/Intermediate Algebra, Biology 1, English 2, U. S. History and Constitution. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses, with the exception of English 2 for the 2019-2020 school year. (Beginning in 2020-2021, the English 2 test will count 20 percent of the student's grade.)

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

VIRTUALSC

VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 7-12 and Adult Education Programs. The South Carolina Virtual High School (SCVS) Program can be an effective online learning opportunity for students in grades 7 – 12. Online courses provide an alternative for motivated students to meet graduation requirements. They can be used to 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 designee PRIOR to enrollment. To begin the application process, the student should contact his/her professional school counselor for an information packet. Additional information, if enrolling in a virtual course via the South Carolina Virtual High School Program, can be obtained by visiting http://virtualsc.org.

GRADING POLICY

The modified South Carolina Uniform Grading Scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students being awarded high school credits. Orangeburg County School District Board has established Policy IKA.

10 Point Scale	Letter grade
90-100	**A**
80-89	**B**
70-79	**C**
60-69	**D**
0-59	**F**

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

COURSES CARRYING CARNEGIE UNITS

Orangeburg County School District Board has established Policy IKA as it relates to courses carrying Carnegie Units, Converting grades on transcripts, Pass/Fall Grades, GPA (Grade Point Averages), Retaking a course and Withdrawing from a course.

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

COMPUTING GRADE POINT AVERAGES

GPAs earned by students will be calculated based on the Grading Policy in force at the time of their enrollment. Computations will not be rounded to a higher number.

Computing Grade Point Averages (CGPA)

Note: These CGPA Charts are for REFERENCE ONLY as professional school counselors and registrars transcript grades for courses taken prior to 2016. All South Carolina public schools will use the same formula to compute GPAs.

GPA is calculated as the sum of total quality points divided by the sum of units attempted with that answer rounded to 3 decimal places, as shown:

10-Point Scale (2016-present)

STUDENT EXAMPLE

Course Taken	Numeric Average	Quality Points	Units
English 1	91	4.100	1.0
Algebra 1	87	3.700	1.0
Physical Science	94	4.400	1.0
Human Geog H	83	3.800	1.0
Physical Education	92	4.200	0.5
French 1	84	3.400	1.0

COMPUTATION

Quality Points	Units	Quality Points
4.100 X	1.0 =	4.100
3.700 X	1.0 =	3.700
4.400 X	1.0 =	4.400
3.800 X	1.0 =	3.800
4.200 X	0.5 =	2.100
3.400 X	1.0 =	3.400
TOTALS	**5.5**	**21.500**

21.500 ÷ 5.5 = 3.909090 rounded to 3.909

GPA computations will be rounded to the nearest thousandth of a point (see the examples above). The establishment of criteria for determining honors graduates, including the valedictorian or salutatorian, is a local decision. Local boards may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when ranking students for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

HONOR ROLL GUIDELINES

Schools are encouraged to recognize students for their academic achievement. Honor rolls are one way to recognize students for their performance each nine weeks. Honor roll requirements will include only final grades for the quarter or semester. Progress or interim report grades will not determine honor roll eligibility.

CONVERTING GRADES ON TRANSCRIPTS

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

PASS (P)/FAIL (F) GRADES

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

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

If no numerical average can be obtained from the sending institution on the "P," the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the "P." (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of "P" would be converted to an 85. A grade of "P", in other words, will neither positively nor negatively impact the student's transfer GPA. In the event that the student's cumulative GPA is an "F" and no numerical designation can be obtained by the sending school for the numeric value of the "P," the grade entered will be 60.

AUDITING A COURSE

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

TRANSFER COURSES

- Out of state transfer courses are aligned as closely as possible to a course in the S.C. Activity Coding Manual (ACM). If no course aligns, the district will consider constructing a transfer course code using the directions in Appendix M of the ACM. Districts maintain a database of transfer course codes, so all counselors and administrators can refer to them and avoid duplication.
- Students enrolling from non-public schools, which meet the accreditation definition as defined by Regulation 43-273, will have credits accepted.
- Orangeburg County School District will follow the state's guidelines for addressing a non-accredited school's transfer grades and credits.

NON-ACCREDITED SCHOOL GRADES

The criteria for accepting transcripts from homeschools are a local decision based on local policy. Orangeburg County School District Board has established Policy IKA. The district will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from home schools and non-accredited schools. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state. Options for validation may include administration of district-approved assessments,

examination of student work to include any supporting valid documentation, assignment of the grades "P" or "NP" to the transfer credits, and/or a combination of local board approved options. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the state high school Activity Coding System manual, an "elective transfer credit" in the content area may be awarded for that course.

INTERNATIONAL GRADES

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

WITHDRAWING FROM A COURSE

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

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

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

LEVEL CHANGES

Level change requests are considered with a written parent request. Class availability will be factored in level change requests. Students may request a level change in core academic course: within three days of a 45-day course, five days of a 90-day course, and ten days of a 180-day course as a recommendation and principal approval is required.

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

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. Districts may extend the policy to allow students making any grade to retake any course per local board decision. 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 or content 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.

CREDIT RECOVERY COURSES

Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. Only students who have a failing grade (F) on their report card and transcript are eligible for credit recovery. Students who simply have not completed a course are not eligible for credit recovery.

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

The student who successfully completes the credit recovery course will earn a grade of "P" in the credit recovery course as well as the earned credit. The credit recovery course will also appear on the student's report card and transcript, as required by the Uniform Grading Policy.

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

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

CREDIT RECOVERY COURSES WITH EOCEPS

Orangeburg County School District Board has established Policy IKADD to address students who are taking Credit Recovery courses with EOCEPS. Students will be allowed to take the end-of-course examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery.

CONTENT RECOVERY

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

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

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

STUDENT ATHLETES & RECOVERY

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content and credit recovery programs. Participation in these programs are likely to affect a student's eligibility for NCAA play (i.e., VirtualSC credit recovery courses are not approved by the NCAA). Consult the school's athletic director and the school counselor for more information.

GUIDELINES FOR REGISTERING

Freshmen, sophomores, and juniors must register for eight units of high school credit. Students must select an alternate course selection for each elective course chosen during registration. Seniors are required to enroll in at least six courses with a minimum of three courses in one term and three in the other term. Students and parents should carefully select alternatives in case the alternates replace any selected elective courses without further consultation with students or parents.

All English courses must be taken in sequence (1, 2, 3, and 4) with only one required English per year unless a course is being repeated. Selection in ninth grade mathematics is based upon the level of mathematics achieved at the end of the eighth grade. The ninth grade science will be determined at the school level. Other methods for determining students' course selection include review of grades, test scores, and teacher recommendations. Students are reminded that once school begins a change in course level is granted if there is available space in the course(s). The goal is to avoid rearrangement of the entire schedule when addressing level changes.

AVAILABILITY OF CLASSES

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

ATTENDANCE/DENIAL OF CREDIT

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

If a student in grades 9-12 has more than three days unexcused from a semester course or five unexcused absences in a year- long course, the student will not receive credit for that course. Please note absences are applied to each class individually. If a student fails a course due to excessive absences, a Failure due to Absence (FA) will be recorded on his or her transcript. **The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.**

Schedule changes may be considered under the following conditions:

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

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

ATTENDANCE RECOVERY

When students have passed a course, but fall below the required number of hours to receive credit, they can attend the school's "Seat Time Recovery" Program to recover seat time. The guidelines of the district's credit and seat time recovery guidelines have enrollment information. Failure to recover seat time can result in a student not receiving credit for the course. Seat time requirements should be met by the end of the semester or term of the course unless extenuating circumstances are noted.

MIDDLE SCHOOL STUDENTS EARNING HIGH SCHOOL CREDIT

When approved by the principal and the parents, a student promoted to the seventh or eighth grade who has given evidence of superior achievement or who has NOTES FOR ABSENCES. These students are governed by same policies and procedures that high school students must abide by in order to receive credit.

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

INCOMPLETES

A grade of "incomplete" (I) cannot be assigned as a final grade for any grade reporting term. Orangeburg County School District has established guidelines of a grade 50 for "I" (Policy IKA) as it relates to the established criteria for administering grades. For information about State requirements for making up incomplete work and the grade reporting process, see the "Content Recovery" section of the State's Uniform Grading Policy.

LATE ARRIVAL/EARLY DISMISSAL

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

SCHEDULE CHANGE REQUEST

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

Additionally, course changes can only be made for a special need. Students may earn high school credit in courses identified by the district. STUDENTS MUST EARN 60 OR BETTER TO RECEIVE HIGH SCHOOL CREDIT.

The credits may be earned in the areas of computer science, English 1, mathematics (Algebra 1, Geometry), and world language. High school courses taken at the middle school level are

part of the student's high school transcript and, thus, impact the student's overall high school GPA. If the student withdraws 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, she/he will not be penalized. The student will be given a WP for the course. If the student withdraws from a course after the time specified above (three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course), the student must be assigned a WF, and the F (as a 50) will be calculated in the student's overall grade point average.

Middle school students who are in EOCEP courses must, like all high school students who are in EOCEP courses, take the EOCEP exam. If they are enrolled in the course when the EOCEP is given and do not take the exam, they will earn a grade of 0 on the exam, which counts 20% of their final grade. A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. **A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school.** In such a case, only the highest grade will be used in figuring the student's GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).

THE TRANSFORMATION ACADEMY FOR LEARNING AND LIFE

The Transformation Academy for Learning and Life is an alternative learning community that is committed to academic and social support of students to help them discover their person, purpose, and platform through college and career exposure, mentoring, community engagement, and evidence-based programs.
The mission of the Transformation Academy for Learning and Life is to support students academically and socially through alternative opportunities that will assist them in becoming college and career ready and productive citizens.

Transformation Academy for Learning and Life (T.A.L.L.) Goals

1. Provide students with an alternative educational opportunity that will accelerate their learning to assist them in transitioning back to their appropriate grade level
2. Increase the district's graduation rate
3. Decrease the district's dropout rate
4. Reduce the district's overall truancy rate
5. Provide students with wrap-around support services that will address their social, emotional, academic, and behavioral needs

INTERSCHOLASTIC ACTIVITIES

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

A student must not have received a high school diploma in order to be eligible to participate. Additionally, if a student turns 19 years of age before July 1 of the upcoming school year, he/she is not eligible.

Orangeburg County School District has established Policy JJI.
Specific requirements for academic eligibility are as follows:

1. To participate in interscholastic activities, students in grades six through twelve must have a 2.00 Grade Point Average (GPA/70) in all courses in which the student was enrolled in the preceding semester. Rules of the South Carolina High School League govern interscholastic athletics.
2. Students must satisfy eligibility requirements in the semester preceding participation.
   a. First semester eligibility is determined by using the final grades earned during the previous year.
   b. Credits earned in a summer school approved by the South Carolina Department of Education may apply to first semester eligibility. A maximum of two courses per year may be used.
   c. Second semester eligibility is determined by using first semester grades.
3. Special Education students:
   a. A student identified as special needs and served in a non-diploma program shall be considered eligible for participation in interscholastic activities if he/she is successfully meeting the requirements of his/her Individual Evaluation Plan (IEP).
   b. Students identified as special needs and who are being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in interscholastic activities.
4. Terms defined:
   a. Course — any approved course of instruction in the secondary curriculum, required or elective, for which one unit of credit or its equivalent is awarded on a yearly basis or one-half unit of credit or its equivalent is awarded on a semester basis. If more than one unit of credit is awarded on a yearly basis in a particular course, this subject shall count as more than one course.
   b. Academic Course — those courses of instruction for which credit toward high school graduation is given. These may include required courses or approved electives.
   c. Required Courses — courses specifically mandated for a high school diploma. Credit courses used for eligibility purposes must be courses that are applicable as credit toward a South Carolina High School Diploma. A student may also use college credit courses provided the student has met or is meeting all requirements for graduation.

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

THE NCAA AND NCAA ELIGIBILITY CENTER

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

TEST SCORES

Division I and Division II have a sliding scale for test scores and grade-point averages. The sliding scale for those requirements is shown in Appendix K. The minimum core grade point average is 2.3. The minimum SAT score is 980 (verbal and math sections only) and the minimum ACT sum score is 75 for full qualifier. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. For more information: http://www.ncaa.org/student- athletes/future/test-scores

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

GRADE-POINT AVERAGE

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

CORE COURSES DIVISION I NCAA

Division I requires 16 core courses:

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

CORE COURSES DIVISION II NCAA

Division II requires 16 core courses:

- Three years of English
- Two years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- Three years of additional English, mathematics or natural/ physical science
- Two years of social science

- Four years of additional courses (from any area above, world language or comparative religion/philosophy)

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

OTHER IMPORTANT INFORMATION

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

THE NAIA AND NAIA ELIGIBILITY CENTER

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

IGP SUCCESS PLANNER

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

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

Developing the IGP Success Planner
School counselors begin working with students regarding interests, Clusters of Study, majors, postsecondary choices, and high school options through individual and group counseling in the sixth grade. This includes information on academic and professional goals, career activities and access to career resources. Teacher and parental involvement throughout this process is vital. See Appendix C for a copy of the IGP planning worksheet.

Sixth Grade

- Students complete a career interest inventory.
- Students participate in career exploration activities.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to
- S.C. schools and other sites for exploration.

Seventh Grade

- Students continue career exploration activities.
- Students have the opportunity to participate in shadowing.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to S.C. schools and other sites for exploration.

Eighth Grade

- Students choose a cluster of study they would like to explore
- Working with parents, counselors and teachers, students
- Begin developing an IGP Success Planner to include academic as well as profession-related courses.
- Students have the opportunity to participate in shadowing.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to S.C. schools and other sites for exploration.

Ninth Grade

- Students explore the selected career cluster.
- Students have the opportunity to participate in career shadowing.
- Students review and update their IGP Success Planner developed in the eighth grade.
- Students begin to explore postsecondary opportunities.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to S.C. schools and other sites for exploration.

Tenth Grade

- Students declare a major by the end of the tenth grade.
- Students have the opportunity to participate in extended learning opportunities.
- Students review and update their IGP Success Planner.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to S.C. schools and other sites for exploration.

Eleventh Grade

- Students review and update their IGP Success Planner with particular attention being given to postsecondary goals.
- Students have the opportunity to participate in extended learning opportunities.
- During the third year of high school, students take the state- required ready-to-work

assessment.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to S.C. schools and other sites for exploration.

Twelfth Grade
- Students complete requirements for a major.
- Students have the opportunity to participate in extended learning opportunities.
- Students utilize the South Carolina Career Information System (SCOIS) a free accurate and up-to-date educational and career information system available to S.C. schools and other sites for exploration.

MIDDLE GRADES MATTER (MGM) & JUMPSTART

The MGM and Jumpstart programs are designed for sixth, seventh, and eighth grade students who are overage. Students are referred to these programs based on the following:
1. overage students who have passed at least two of the four core subjects the previous school term
2. have minimal to no discipline referrals
3. possess a strong desire to advance their education
4. missed no more than 10 days of school the previous year, and are able to read at or above the 5th grade level

These students are required to attend summer school. The middle school department will also receive students referred through the discipline hearing process on a short-term basis.

REFOCUS ACADEMY

The Refocus Academy is designed for 9th and 10th grade retention students and over-age students who did not initially earn enough credits to receive promotion to grades 10 and 11. Student would work through summer school 2021 at no cost for content/credit recovery. Upon completion 9th grade students would be promoted to grade 11 and 10th grade students would be promoted to Grade 12. Refocus Academy will also educate students who have been referred by a district hearing officer for a disciplinary infraction in lieu of expulsion per Orangeburg County School District Code of Conduct.

BEYOND THE BELL ACADEMY

Beyond the Bell Academy is a high school evening program that provides a flexible learning environment for 11th and 12th grade students between the ages of 16 and 20 years old. It is not an alternative setting for students with chronic discipline problems. It is a program designed to help dropout students or students with extenuating circumstances to obtain a high school diploma. Students earn credits by taking courses on Edgenuity Online Learning Curriculum with academic support from certified content area teachers.
1. Students must be referred and complete an intake process to be eligible for participation.
2. Long-term students remain in the program until they complete the requirements to receive a high school diploma.

3. Short-term students must complete all requirements necessary to transition back to the home school.

COLLEGE AND CAREER READINESS TESTING

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

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

The American College Test offers the PreACT to get students acclimated to the ACT exam. The PreACT is a low-stakes pre-exam for the ACT designed by ACT, the nonprofit organization of the same name that administers the ACT. The PreACT is a slightly shorter, slightly easier exam designed to help students prepare for the official ACT exam by simulating the test and testing experience. The PreACT is a paper-and-pencil test comprised of multiple-choice sections for English, Math, Reading, and Science. (Unlike the official ACT exam, the PreACT does not have an essay section.)

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

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

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

taking responsibility for learning.

ACCUPLACER is developed by College Board. ACCUPLACER is a suite of tests that determine your knowledge in math, reading, and writing as you prepare to enroll in college-level courses. It is used to identify your strengths and weaknesses in each subject area. Students will receive feedback on their performance from Orangeburg Calhoun Technical College and can design post-secondary plans with more clarity regarding their readiness for college courses. Students can access information about ACCUPLACER and download a free web-based study app through www.accuplacer.org. ACCUPLACER results are used to determine if Orangeburg County School District students are candidates for dual credit courses through Orangeburg Calhoun Technical College.

The **ASVAB** stands for Armed Services Vocational Aptitude Battery. This is a multiple-choice test that is administered by the United States Military Entrance Processing Command (USMEPCOM). The ASVAB is a multi-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school and post-secondary students. The ASVAB is offered to juniors and seniors. For anyone looking into, or wishing to join the military, this test tells us firstly if the applicant is qualified to enlist based on test scores, and furthermore tells us what kind of jobs and skills they are qualified to do and perform for the U.S. Military.

BEYOND HIGH SCHOOL

Students planning to attend a two-year technical or community college should communicate with the institution of interest to determine what kind of placement tests may be required, as well as to determine what courses are needed for math, reading, and English. Some courses taken at in-state technical colleges are accepted by in-state four-year colleges or universities.

Students planning to attend a four-year college should consider the following factors as early as eighth grade and plan their high school programs accordingly:

1. Select coursework that meets college entrance requirements.
2. Realize that courses should be selected at the instructional levels that help reach the student's potential and prepare for college and career goals.
3. Determine the required courses for the 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, the student should read college catalogs and talk with college admission counselors concerning specific requirements for the college(s) in which they are interested.
5. Be aware that extracurricular and leadership activities and/or work experience may also influence admission.
6. In developing their Individual Graduation Plans (IGPs), students may elect to take courses at institutions of higher learning. These courses may involve costs but may complement future plans.

CHOOSING THE RIGHT COLLEGE

Students interested in attending college should:

1. Evaluate their strengths and abilities; examine their choice of lifestyle. Utilize information about colleges/careers in the school counseling office and media center.
2. Take the PSAT in their sophomore year and take the PSAT again in their junior year. Doing so will place the student on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.
3. Develop a list of schools to investigate, based on individual personal goals. The South Carolina Career Information System (SCOIS) is a free accurate and up-to-date educational and career information to S.C. schools and other sites for exploration. This computer-based career information delivery system is available on any networked computer at the District's high schools.
4. Determine requirements for admission and costs for each school on the list.
5. Arrange college visits. When visiting, talk with admissions counselors and financial aid officers.
6. Fine-tune the list.
7. Early in the student's senior year, ask for teacher and/or counselor recommendations.
8. Apply for financial aid or scholarships during the senior year. Do not rule out smaller private colleges due to costs.
9. https://sc.gov/colleges-and-universities-list
10. https://collegestats.org/colleges/all/

ADDITIONAL NOTES

The college preparatory course prerequisite requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission. Visit https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/CollegeAwareness,PreparationAccess.aspx, for more information.

EDUCATIONAL LOTTERY SCHOLARSHIPS

The South Carolina Legislature provides several opportunities for students to receive scholarships from the South Carolina Education Lottery. These requirements are subject to change by the State Legislature. Students can find more information on the Internet at: https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/CollegeAwareness,PreparationAccess.aspx. See Educational Lottery Scholarship table at the bottom of that web page.

General Criteria for Scholarships and Grants:

- Must be a South Carolina resident;
- Must be a US citizen or permanent resident;
- Must be enrolled as a degree-seeking student at an eligible South Carolina public or private institution;
- Must not owe a refund or repayment on a State Grant, Pell Grant, or a Supplemental

Educational Opportunity Grant and not be in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Program; and must not owe a refund or repayment on any State or Federal financial aid and not be in default on a Federal Student loan; and

- Must have never been convicted of any felonies and not have been convicted of any second or subsequent alcohol/drug– related misdemeanor offenses within the past academic year (excluding Lottery Tuition Assistance.)

COLLEGE PREREQUISITE COURSES AND OTHER REQUIREMENTS FOR SOUTH CAROLINA

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

ENGLISH

Four units of English: Completion of College Preparatory English 1, 2, 3 and 4 will meet this criterion.

MATHEMATICS

Four units mathematics: For student graduating prior to 2019 These include Algebra 1, Algebra 2, and Geometry. The fourth course should be selected from Algebra 3, Pre-calculus, Introduction to Calculus, Calculus, Statistics, or Discrete Mathematics.

Beginning with the graduating class of 2019: These include Algebra 1, Algebra 2 and Geometry. Foundations Algebra and Intermediate Algebra may count together as a substitute for Algebra 1 if a student also successfully completes Algebra 2. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry). In addition, students must also successfully complete a fourth higher-level mathematics course. Students may select from the following higher-level mathematics courses: Algebra 3, Pre- calculus, Calculus, Statistics, Discrete Mathematics, and Computer Science (Computer Science should involve significant programming content, not simply be keyboarding or using applications.), IB Mathematics Courses, AP Mathematics Courses and AP Computer Science.

LABORATORY SCIENCE

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

desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.

Beginning with the graduating class of 2019
Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among Biology, Chemistry, Physics, Forensic Science, or Earth Science. The third unit may be from the same field as the first two units (Biology, Chemistry, Physics, Forensic Science or Earth Science) or from any laboratory science for which Biology, Chemistry, Physics or Earth Science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics and earth science.

WORLD LANGUAGES
Most colleges require two units of the same world language, but some do require three. Refer to the admission requirements of the college or university of your choice for the number of world language units needed.

SOCIAL SCIENCE
Three units: One unit of United States History is required; a half unit of Economics and a half unit in Government and one additional Social Studies elective are required for high school graduation.

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

PHYSICAL EDUCATION
One unit: One unit of physical education to include one semester of personal fitness and another semester of lifetime fitness is required. Exemption may apply to students enrolled in designated JROTC courses, a designated Marching Band with Physical Education course, and physical disability or religious reasons.

MARCHING BAND FOR PE
- Students are permitted to earn the physical education graduation credit through marching band. Districts must submit an Innovative Course Application to the Office of Standards and Learning. The application must document the marching band course includes all appropriate South Carolina Academic Standards for Visual and Performing Arts and for Physical Education (see Appendix for a Sample Innovation Course Application).
- If health is normally taught in PE, then a separate health course is necessary.

ELECTIVES

Two units must be taken as electives. A college preparatory course in Computer Science (i.e. one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which Biology, Chemistry, Physics, or Earth Science is a prerequisite).
Students are encouraged to consider the career pathways available at our CTE centers as possible elective courses.

CURRICULUM FRAMEWORK

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

A framework for curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for postsecondary education and engaging instructional strategies designed to help students learn important concepts and ideas in depth. The curriculum framework used by Orangeburg County School District includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan. Working with parents, school counselors and teachers, students develop plans that include academic as well as profession- related courses. An IGP should identify extended learning opportunities that are designed to prepare students for transition to postsecondary education and the workplace.

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

FRAMEWORK DESIGN

A comprehensive curriculum framework includes the following elements:

- Clusters of study
- Majors for each cluster of study
- IGP Success Planner
- Template for cluster and major

CLUSTERS

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

experiences around areas of interests. Clusters of study are designed to provide a seamless transition from high school study to postsecondary study and/ or the workforce. The United States Department of Education (USED) has developed 16 national clusters of study as a means of organizing the curriculum. The Secondary Curriculum Framework for Orangeburg County School District is designed around many of these 16 clusters.

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

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

Arts, Audio-Video Technology & Communication
Careers in the performing arts, visual arts, or certain aspects of journalism prepare students for a broad range of creative careers including performance and beyond. Broadcasting and film require courses and activities that challenge students' creative and technological talents. Careers in audio or video, communications technology, telecommunications, or printing technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science, as well as creative thinking skills.

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

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

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

Government and Public Administration
This career cluster prepares learners in governmental functions to include governance; national security; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

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

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

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

Information Technology
Information Technology Career Clusters are divided into different majors: Computer Science, Networking Systems, and Web and Digital Communications. Each of these majors offers exciting and challenging career opportunities.

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

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

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

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

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

Majors

Orangeburg County offers several majors within each cluster of study. A major consists of the completion of at least three required units of study in that area. It is recommended that students take at least one course at the highest level offered. A major is designed to enable students to focus on an area of interest that motivates them to stay in school, to be better prepared for postsecondary choices and/or the workplace, and to make a smooth transition to postsecondary education and/or the workplace.

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

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

Majors in Each Cluster

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

Many of the clusters and majors are offered in conjunction with Cope Area Career Center and The Technology Center. Not all clusters and majors are offered at each school. Guidance counselors in each school can be contacted for additional information.

Agriculture, Food, and Natural Resources

- Horticulture
- Plant and Animal Systems

Architecture and Construction

- Building Construction Cluster

Arts, Audio-Video Technology, and Communication

- Visual Arts
- Performing Arts
- Journalism and Broadcasting
- World Languages
- International Baccalaureate
- Advanced Placement
- English
- History

Business, Management, and Administration

- Administrative Services
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education and Training

- Early Childhood Education
- Teaching and Training
- Teacher Cadet

Finance

- Academy of Finance
- Accounting
- Banking Services
- Business Finance

Government and Public Administration Health Science

- PLTW Biomedical Sciences
- Health Science
- Sports Medicine

Hospitality and Tourism

- Culinary Arts Management
- Hospitality and Tourism Management

Human Services/Family and Consumer Sciences

- Barber/Master Hair Care
- Cosmetology
- Family and Consumer Sciences

Information Technology

- PLTW Computer Science
- Networking Systems
- Web and Digital Communications

Law, Public Safety, Corrections, and Security

- Emergency and Fire Management Services
- Law and Legal Services

Manufacturing Production

- Mechatronics Integrated Technologies
- Welding Technology

Marketing

- Marketing Communications

Science, Technology, Engineering, and Mathematics

- Clean Energy
- Food Science
- PLTW Pre-Engineering
- Science
- Mathematics

Transportation, Distribution, and Logistics

- Automotive Technology
- Commercial Driver's License
- Diesel Engine Technology

See Appendices D, E, and F for specific descriptions of clusters of study, majors, and course requirements.

COURSE NUMBERS AND TAGS

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

- CW — College Prep
- HW — Honors
- AW — Advanced Placement
- EW — Dual Enrollment
- CH — ½ unit College Prep
- HH — ½ unit Honors
- CW – 1 unit College Prep
- HW – 1 unit Honors
- CD – 2 units College Prep
- HD – 2 units Honors

COURSE DESCRIPTIONS

All Local Board Approved courses are renewed on an annual basis. Courses that are offered virtually are denoted with a VS in the course number and blue font.

ENGLISH/LANGUAGE ARTS

All high school students are required to take one English course each year. Four Carnegie units earned in English courses are required for high school graduation. English courses should be taken in sequence.

English 1
302400CW
3024VSCW
Grade: 9
1 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
In this course, students will strengthen the foundational literacy skills required for close reading, textual analysis, and collaborative discussions. Students will cultivate disciplinary literacy skills in inquiry, writing, and communication in order to become critical thinkers, analytical readers, effective writers, and engaging speakers, in preparation for academic success in subsequent courses and future employability. Beginning in the 2019-2020 school year, there will be no end-of- course examination for English 1.

English 1 Honors
302400HW
3024VSHW
Grade: 8-9
1 unit
Prerequisite: District eligibility criteria based on iReady (645-80th Percentile) and exceeds on SCREADY.
(BBMH; BHS; HKTMH; LMHS)
This course is aligned to the English 1 South Carolina College-and Career-Ready Standards for English Language Arts. Students in this course continue to deepen and foster their development of literacy skills by reading, discussing, and analyzing a range of literacy and informational skills. Students will cultivate and apply skills in critical thinking, writing, speaking and listening, and word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increased level of independence is expected of Honors students due to the pace, depth, scope and rigor of this course. It is strongly recommended that students in this course plan to take Advanced Placement or International Baccalaureate English courses. Beginning with the 2019-2020 school year, there will be no end-of-course test for English 1.

English 2
302500CW
3025VSCW
Grade: 10
1 unit
Prerequisite: English 1
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
In this course, students will continue to enhance literacy skills by transacting with a range of complex literary and informational texts. Students will reinforce and apply their disciplinary literacy skills in inquiry, writing, and communication aimed at preparing students for academic success in subsequent courses and future employability. Students enrolled in this course will take a state-mandated end-of-course examination. Beginning in the 2020-2021 school year, the end-of-course examination will count 20% of students' final grade.

English 2 Honors
302500HW
3025VSHW
Grade: 9-10
1 unit
Prerequisite: English 1 Honors
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is aligned to the English 2 South Carolina College-and Career-Ready Standards for English Language Arts 2015. Students in this course will challenge, deepen, and hone

reading skills through structured and independent study of literary and informational texts from various global perspectives. Students will further develop their skills in critical thinking, writing, speaking and listening, word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. An increase level of independence is expected of Honors students due to the pace, depth, scope, and rigor of this course. Students who successfully complete this course are strongly encouraged to take either Advanced Placement or International Baccalaureate English courses the following year. Students enrolled in this course will take a South Carolina end-of-course exam.
Beginning with the 2020-2021 school year, the exam will count 20% of the final grade.

English 3
302600CW
3026VSCW
Grade: 11
1 unit
Prerequisite: English 2
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
In this course, students will expand and refine their ability to read, write, and communicate by transacting with increasingly complex literary and informational texts. The course will focus on mastering the skills needed become critical thinkers, analytical readers, effective writers, and purposeful speakers who are adequately prepared for success in both college and career. Students will engage in rigorous experiences for collaboration, research, and presentation.

English 3 Honors
302600HW
3026VSHW
Grade: 11
1 unit
Prerequisite: English 2 Honors
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is aligned to the English 3 South Carolina College-and Career-Ready Standards for English Language Arts 2015. Students in this course will expand and refine their reading trajectories through structured and independent study of literary and informational texts through, but not limited to, early and contemporary American literature. Students will further develop their skills in critical thinking, writing, speaking and listening, word study around increasingly complex texts, ideas and tasks aimed at preparing students for college and career. A strong level of independence, analytical thought, and commitment to rigorous study is required of Honors students at this level, due to the rigid demands of this course.

English 4
302700CW
3027VSCW
Grade: 12
1 unit
Prerequisite: English 3
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is designed to provide intense learning experiences as the culminating course for the college and/or career bound student. This course will challenge student to hone and illustrate their enriched literacy skills in order to critically analyze and evaluate the depth and complexity of a variety of literary and informational texts and ideas. There will be an emphasis on critical thinking and the cohesive development and communication of ideas in an effort to ensure students are prepared for the responsibilities of college, career and civil engagement.

English 4 Honors
302700HW
3027VSHW
Grade: 12
1 unit
Prerequisite: English 3 Honors
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is aligned to the English 4 South Carolina College-and Career-Ready Standards for English Language Arts 2015. Students in this course will explore, expand, and intensify their learning experiences as the culminating course for the college and career bound student. Students will enrich their skills in reading, advanced writing, speaking and listening, research and presentation to navigate the depth and complexity of literary and informational texts and ideas through a focus on, but not limited to, European works and cultures outside of the United States. Students will further develop their skills in critical thinking, writing, speaking and listening, and word study around

increasingly complex texts, ideas and tasks. A strong level of independence, analytical thought, and commitment to rigorous study is required of Honors students at this level, due to the rigid demands of the course.

ENGLISH/LANGUAGE ARTS ELECTIVES

Journalism 1
305000CW
3050VSCW
Grades: 9 – 12
1 unit
Prerequisite: Teacher Recommendation
(BBMH; EHS; ; LMHS; NMH; OW)
Journalism 1 introduces many facets of mass media communication and focuses on skills in clarity and consciousness of composition. Field trips to the offices of local publications and media will be scheduled, and representatives from these offices will be invited to speak to the class. Students will perform individual projects in writing for publication, scripting for broadcast, etc.

Journalism 2
305100CW
3051VSCW
Grades: 10 – 12
1 unit
Prerequisite: Journalism 1
(LMHS)
Journalism 2 is designed to be an elective for students in grades 10- 12 who have successfully completed Journalism 1 and desire to continue their study of writing for publications. Students will learn publication design and production and assist with school publications.

Yearbook Production 1
376900CW
3769VSCW
Grades: 11 - 12
1 unit
Prerequisite: Journalism 2
(BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This is an elective course for students who have completed Journalism 2 Yearbook and who show outstanding skills in writing, design, or photography. The program includes staff organization, ad sales, business management, feature writing, layout and design, photography and the publication process.
Students will refine skills as they produce a school yearbook. This course does not take the place of any required English course.

Yearbook Production 2
379900CW
3799VSCW
Grades: 11 - 12
1 unit
Prerequisite: Journalism 2 Honors and Instructor approval
(BHS; EHS)
This elective course is for students who have mastered the skills taught in Yearbook Production 1. The program includes experiences in scheduling, planning, leadership, accountability, budgeting, and creating guidelines, as well as writing and editing. Students involved in Yearbook Management will be responsible for seeing that the yearbook is published according to established rules and guidelines. The focus of the course is to offer students exposure to the professional media by an advanced analysis of current trends in professional print, advertising and public relations. This course does not take the place of any required English course. (LBA)

Strategies for Reading & Writing 1
309900CW
3099VSCW
Grade 9-12
1 unit
Prerequisite: Teacher Recommendation
(EHS; ; NMH; OW)
Strategies for Reading & Writing 1 focuses on reading and writing objectives. Students will read a variety of texts in order to improve vocabulary critical reading and thinking skills. Additionally, students will develop their writing skills through development of various types of writing. (LBA)

Strategies for Reading & Writing 1
309900CH
3099VSCH
Grades: 11 – 12
1/2 unit
Prerequisite: Teacher Recommendation
(EHS; ; NMH; OW)
Strategies for Reading & Writing 1 (Grades 11-12) focuses upon further development of reading skills and the writing process. Students will read a variety of texts in order to improve vocabulary and critical reading and thinking skills. Additionally, students will develop their writing skills through writing practice focused on content, organization, voice, and mechanics. (LBA)

MATHEMATICS

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

Foundations in Algebra
411600CW
4116VSCW
Grade: 9
1 unit
Prerequisite: None
(BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is designed for students who scored "does not meet expectations" or "approaches expectations" on the mathematics portion of the 8th grade state assessment. The critical areas taught in this course deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. They must also take Intermediate Algebra next year to complete the Algebra standards that will be assessed on the SC 11th grade assessment. If this course is followed by Algebra 1 instead of Intermediate Algebra, this course will be counted as a general elective and not a math elective required for graduation. (*Please see the "Note about Algebra" at the end of this Mathematics section.*)

Intermediate Algebra
411700CW
4117VSCW
Grades: 10
1 unit
Prerequisite: Foundations in Algebra
(BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course extends the mathematics students learned in the Foundations in Algebra course to include piecewise, absolute value, logarithmic, and step functions. Students will select from these functions to model phenomena. They will build on their knowledge of rational exponents to see structure in and create polynomial, simple rational and simple radical expressions. Students will also learn to use the method of completing the square to transform any quadratic equation, while also deriving the quadratic formula.
Quadratic equations will be solved utilizing multiple methods. Students enrolled in this course will take a South Carolina End-of-Course exam that will count 20% of their final grade. . (Please see the "Note about Algebra" at the end of this Mathematics section.)

Algebra 1
411400CW
4114VSCW
Grades: 9 – 10
1 unit
Prerequisite: Mastery of middle level SC state mathematics standards
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is designed for students who have completely mastered the middle level SC state math standards and are ready to begin moving into advanced topics. Emphasis is placed on deepening and extending understanding of linear and exponential relationships by contrasting them with each other, to include arithmetic and geometric sequences. Students will engage in methods for analyzing, solving, and using quadratic functions. Other areas of focus will be utilizing rational exponents, systems involving quadratic expressions, using functions to model relationships, interpreting functions, and making judgments about the appropriateness of linear models. Students enrolled in this course will take a South Carolina End-of-Course Exam that will count 20% of their final grade.

Algebra 1 Honors
411400HW
4114VSHW
Grade: 8-9
1 unit
Prerequisite: District eligibility criteria based on iReady (533-80th Percentile) and exceeds on SCREADY
(BBMH; BHS; HKTMH)
This course is designed for students who have completely mastered the middle level SC state math standards and are ready for advanced topics and the Honor's level rigor. Emphasis is placed on deepening and extending understanding of linear and exponential relationships by contrasting them with each other, to include arithmetic and geometric sequences. Students will engage in methods for analyzing, solving, and using quadratic functions. Other areas of focus will be utilizing rational exponents, systems involving quadratic expressions, using functions to model relationships, interpreting functions, and making judgments about the appropriateness of linear models. Students enrolled in this course will take a South Carolina End-of-Course exam that will count 20% of their final grade.

Geometry
412200CW
4122VSCW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 or Foundations in Algebra and Intermediate Algebra
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
The fundamental purpose of the course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized in this course. Some additional areas of focus will be reasoning to complete geometric constructions, prove theorems - using a variety of formats, apply similarity in right triangles to understand right triangle trigonometry, develop the law of sine and cosine, write the equation of circles, and continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Geometry Honors
412200HW
4122VSHW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 Honors; Recommended: grade of 80 or higher in Algebra 1
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra 1. This course facilitates the continuation of work to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.
Transformations are emphasized in this course. Some additional areas of focus will be reasoning to complete geometric constructions, prove theorems - using a variety of formats, apply similarity in right triangles to understand right

triangle trigonometry, develop the law of sine and cosine, write the equation of circles, and continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. The course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Geometry CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Algebra 2
411500CW
4115VSCW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1 or Foundations in Algebra and Intermediate Algebra; Recommended: grade of 80 or higher in Algebra 1
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
This course continues to build on work with linear, quadratic, and exponential functions to include polynomial, rational, and radical functions. Students work closely with expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The critical areas of this course will build on work with trigonometric ratios and circles in Geometry to model periodic phenomena, understand the Fundamental Theorem of Algebra, explore the effects of transformations on graphs of diverse functions, and identify appropriate types of functions to model a situation, and adjust parameters to improve the model.

Algebra 2 Honors
411500HW
4115VSHW
Grades: 9 – 12
1 unit
Prerequisite: Algebra 1; Recommended: grade of 80 or higher in Algebra 1 Honors grade of 90 or higher in Algebra 1 with teacher recommendation.
(BBMH; BHS; EHS; ; LMHS; NMH; OW)

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

Algebra 2 with Probability
00CW
VSCW
Grades: 9 – 12
1 unit
Prerequisite: Geometry > Algebra 1
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
Algebra 2 with Probability builds on Algebra 1 and Geometry, deepening knowledge of functions, including polynomial, rational, and exponential while introducing complex numbers, matrices, and probability. The course integrates technology to enhance conceptual understanding, enabling students to analyze data and solve advanced real-world problems. Students explore advanced mathematical models to understand rates of change, systems of equations, and statistical reasoning. The inclusion of probability and data analysis ensures that students can interpret and make informed

decisions based on real-world information. This course not only strengthens algebraic and graphical skills but also prepares students for success in higher-level mathematics and other STEM-related fields.

Pre-Calculus
413100CW
4131VSCW
Grades: 10 – 12
1 unit
Prerequisite: Algebra 2, Geometry; Recommended: grade of 80 or higher in Algebra 2 Honors; grade of 90 or higher in Algebra 2 with teacher recommendation; grade of 80 or higher in Algebra 3 with teacher recommendation.
(LMHS)
This course is designed for students who plan to take AP Calculus. Course content includes a study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. Access to a graphing calculator is needed outside the classroom.

Pre-Calculus Honors
413100HW
4131VSHW
Grades: 10 – 12
1 unit
Prerequisite: Algebra 2, Geometry; Recommended: grade of 80 or higher in Algebra 2 Honors; grade of 90 or higher in Algebra 2 with teacher recommendation; grade of 80 or higher in Algebra 3 with teacher recommendation.
(LMHS)
This course is designed for students who plan to take AP Calculus. Course content includes a study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. Access to a graphing calculator is needed outside the classroom. The course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Pre-Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Discrete Math
414200CW
4142VSCW
Grades 11-12
1 unit
Prerequisite: Algebra 2; Geometry
(OW)
This course includes the study of mathematical properties of sets and systems that have a finite number of elements. The topics include set theory, logic, graph theory, numeration systems and number theory, modeling, consumer mathematics, descriptive statistics, and apportionment (fairness, voting methods). Students will use graphing calculators and/or computer software as tools for solving problems.

Calculus
413500CW
4135VSCW
Grades 11-12
1 unit
Prerequisite: Pre-Calculus; Recommended: grade of 70 or higher in Pre-Calculus Honors; grade of 80 or higher in Algebra 3 with teacher recommendation.
(BBMH;LMHS)
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are reviewed and extended. Additional topics include limits, derivatives and simple integration techniques with their applications for problem solving. Access to a graphing calculator is needed outside the classroom.

Calculus Honors
413500HW
4135VSHW
Grades 11-12
1 unit
Prerequisite: Pre-Calculus Honors or Algebra 3 with teacher recommendation;
Recommended: grade of 70 or higher in Pre-Calculus Honors grade of 90 or higher in Algebra 3 with teacher recommendation.
(BBMH)
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are extended. Additional topics include limits, derivatives and simple integration techniques with their applications for problem-solving.
Access to a graphing calculator is needed outside the classroom. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course are required in the honors level course content.

Geometry with Statistics
0HW
VSHW
Grades 11-12
1 unit
Prerequisite: Pre-Calculus Honors or Algebra 3 with teacher recommendation;
Recommended: grade of 70 or higher in Pre-Calculus Honors grade of 90 or higher in Algebra 3 with teacher recommendation.
Geometry with Statistics offers a visual and conceptual approach to mathematics, emphasizing reasoning, transformations, congruence, similarity, and coordinate geometry. Integrating statistics, it equips students to analyze data and understand probability, fostering logical decision-making. By blending algebraic applications with geometry, the course develops students' ability to connect multiple mathematical domains. Students engage in exploration and reasoning activities, allowing them to test conjectures and provide informal and formal justifications. This course serves as an essential bridge between middle school mathematics and more abstract high school concepts, preparing students for a deeper understanding of mathematical relationships. Access to a graphing calculator is needed outside the classroom. Learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Calculus CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course are required in the honors level course content.

Applications & Modeling
41190CW or HW
4119VSHW
Grades 11-12
1 unit
Prerequisite: Geometry > Algebra 1
Applications and Modeling Standards
Applications and Modeling (AM) is a newly designed, specialized mathematics course developed to expand on and reinforce the concepts introduced in Geometry with Statistics and Algebra 1 by using those concepts to represent and analyze data and make predictions and inform judgments about real-world phenomena. The standards and indicators in AM are sorted within the strands of Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). AM is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and career-based decision making. In this course, students explore decision making for financial planning and management, design in three dimensions, interpret statistical studies, and create functions that model problems faced by society. Measurements are taken from the real world, and technology is used extensively for

computation, with an emphasis on students' interpretation and explanation of results in context.

Reasoning in Mathematics
41180CW or HW
4118VSHW
Grades 11-12
1 unit
Prerequisite: Geometry > Algebra 1
Reasoning in Mathematics (RM) engages students in relevant problems that focus on how mathematics and statistics inform decision-making. It prepares students for post-secondary options with instruction that focuses on modeling real-world situations. The standards and indicators in RM are sorted within the strands of Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). RM emphasizes statistics, quantitative reasoning, modeling, and financial applications and features a variety of mathematical and statistical tools useful for decision making. Students will make sense of authentic problems and persevere in solving them. They will reason abstractly and quantitatively while communicating mathematics to others. Students will use appropriate tools, including technology, to model mathematics. Students will use structure and regularity of reasoning to describe mathematical situations and solve problems.

Statistical Modeling
4120CW or HW
4120VSHW
Grades 11-12
1 unit
Prerequisite: Geometry > Algebra 1 > Algebra 2
Statistical Modeling Standards Statistical Modeling (SM) is a newly designed course that extends students' understanding of statistics. The SM course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, design and implement a plan to collect the appropriate data, select appropriate graphical and numerical methods for data analysis, and interpret their results to make connections with the initial question. The process standards, through a statistical lens, will provide the foundation for instruction and assessment. Topics should be introduced and assessed using simulations and appropriate supporting technology. Statistical Inquiry Process: Developing Statistical Questions, Collecting Data, Analyzing Data, Interpreting Results

SCIENCE

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

Biology 1
322100CW
3221VSCW
Grades: 9 – 10
1 unit
Prerequisite: None; Recommended: Ninth Grade - Algebra 1
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is an introductory laboratory science course designed to engage students in scientific and engineering practices including problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of the following biological and ecological concepts: essential functions of life take place within cells or systems of cells, essential processes within organisms require energy which in most ecosystems must be transferred from the sun and converted into chemical energy, specific mechanisms by which characteristics or traits are transferred from one generation to the next via genes, the complexity of ecosystems and the interactive systems that include both biological communities and physical components of the environment, and biological evolution and diversity of life. Students take the state required End-of-Course Examination Program (EOCEP) when enrolled in Biology 1.

Biology 1 Honors
322100HW
322100HW
Grades: 9 – 10
1 unit
Prerequisite: Honors placement based on previous year placement in an accelerated science class and teacher recommendation; Recommended: Completion of Algebra 1
(BBMH; EHS; ; LMHS; NMH; OW)

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

Chemistry
323100CW
3231VSCW
Grades: 10 – 12
1 unit
Prerequisite: Biology 1 and Algebra 1 or equivalent math course(s).
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is designed to provide an introduction to major chemistry concepts and

engage students in laboratory experiences that will allow students to utilize scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types of chemical solutions including acids and bases, types, the causes, and the effects of chemical reactions, and the conservation of energy and energy transfer. This course requires a working knowledge of algebra for success.

Chemistry Honors
323100HW
3231VSHW
Grades: 10 – 12
1 unit
Prerequisite: Honors Biology 1 or Biology 1 with teacher recommendation and Algebra 1
(BBMH; EHS; ; LMHS; NMH; OW)
This course is designed to provide an introduction to major chemistry concepts and engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types of chemical solutions including acids and bases, types, the causes, and the effects of chemical reactions, and the conservation of energy and energy transfer. This course will accelerate the core curriculum by differentiating the content, process, pace and expectation of work completed by the student. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course requires a working knowledge of algebra 1 for success. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Chemistry CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Earth Science
326500CW
3265VSCW
Grades: 9 – 12
1 unit
Prerequisite: None
(BHS; EHS; ; LMHS; NMH; OW)
This course is designed to engage students in scientific and engineering practices, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth's geosphere, the relationship between Earth's conditions over geologic time and the effect on the diversity of organisms found on Earth, the dynamics of Earth's atmosphere, and Earth's freshwater and ocean systems.

Earth Science Honors
326500HW
3265VSHW
Grades: 11– 12
1 unit
Prerequisite: None; Recommendation: Eighth grade science and teacher recommendation or placement in honors science prior to taking the course.
(LMHS)
This course is designed to engage students in scientific and engineering practices, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth's geosphere, the relationship between Earth's conditions over geologic time and the effect on the diversity of organisms found on Earth, dynamics of Earth's atmosphere, and Earth's freshwater and ocean systems. This course is designed to accelerate and enrich the core curriculum requiring higher-order thinking exercise including a research or a science project. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are

aligned to the South Carolina State Standards in Earth Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course are required in the honors level course content.

Physics
324100CW
3241VSCW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1; Recommended: Geometry
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is designed to engage students in scientific and engineering practices, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world. Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course.

Physics Honors
324100HW
3241VSHW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1 Honors or Chemistry 1 and teacher recommendation; Pre-Calculus or currently enrolled in Pre-Calculus and science teacher recommendation
(BBMH; EHS; ; LMHS; NMH; OW)
This course is designed to engage students in scientific and engineering practices, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world.
Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course. This course will accelerate and enrich the core curriculum by differentiating the content, process, pace and expectation of work completed by the students. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physics CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course are required in the honors level course content.

Physical Science
321100CW
3211VSCW
Grades: 9 – 10
1 unit
Prerequisite: None
(BBMH; EHS; ; NMH; OW)
This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter; Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This is not a laboratory science course and cannot be counted as one of the three laboratory science credits for the credits required to graduate with a South Carolina Diploma.

Physical Science Honors
321100HW
3211VSHW
Grades: 9 – 10
1 unit
Prerequisite: None
(BBMH; EHS; ; NMH; OW)
This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter,

chemical reactions, motion and forces, conservation of energy and interactions or energy and matter; Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This Honors curriculum is designed to accelerate and enrich the core curriculum requiring higher order thinking exercises including a research or a science project. This is not a lab science course. This is not a laboratory science course and cannot be counted as one of the three laboratory science credits for the credits required to graduate with a South Carolina Diploma. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physical Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course are required in the honors level course content.

Biology 2
322200CW
3222VSCW
Grades: 11 – 12
1 unit
Prerequisite: Biology 1; Recommended: Chemistry 1
(LMHS)
This course is a continuation of Biology 1 designed for students who have successfully completed Biology 1, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or plan to take dual credit biology courses. The course will stress science as a process, molecules and cells, heredity and evolution, organisms and populations and interdependence in nature. This course is taught as a rigorous, introductory college level course. Laboratory coursework is an integral part of this course.

Biology 2 Honors
322200HW
3222VSHW
Grades: 11 – 12
1 unit
(LMHS)
Prerequisite: Biology 1 and teacher recommendation or Biology 1 Honors; Recommended: Chemistry 1 Honors
This course is a continuation of Biology 1 Honors and is designed for students who have completed excelled in Biology 1or successfully completed Biology 1 Honors, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or take dual enrollment biology courses. The course will stress science as a process, molecules and cells, heredity and evolution, organisms and populations and interdependence in nature. Students will be required to complete comprehensive laboratory activities and assignments including additional reading and research. This course is taught as a rigorous, introductory college level course. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Biology II CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course are required in the honors level course content.

Chemistry 2
323200CW
3232VSCW
Grades: 11 – 12
1 unit
Prerequisite: Chemistry 1, concurrent enrollment in Pre-Calculus and/or teacher recommendation; Recommended: Grade of B or higher in Algebra 2
(LMHS)
This course is designed as a continuation of Chemistry 1, for students who have successfully completed Chemistry 1, plan to take chemistry courses in college, plan to enter the Advanced Placement Chemistry program or dual enrollment chemistry courses. Stress will be placed on problem solving in the areas of equilibrium, acid-base chemistry, bonding, electrochemistry and thermodynamics.

Chemistry 2 Honors
323200HW
3232VSHW
Grades: 11 – 12
1 unit

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

Anatomy and Physiology
326300CW
3263VSCW
Grades: 11 – 12
1 unit
Prerequisite: Biology 1; Recommended: Grade of 'B' or better in Biology 1
(EHS; ; LMHS; NMH; OW)
This course is designed to give students an understanding of some of the major concepts of the human anatomy and physiology with applications to the health sciences. Students will learn about the relationship between the structures found in the human body and the functions of those structures. This course will involve extensive laboratory work dealing with the human body. Some of the areas of discussion will be the structure and function of the cells, tissues, organs and organ systems of the body.

Forensic Science
324500CW
3245VSCW
Grades: 11 – 12
1 unit
Prerequisite: Biology 1 and Chemistry 1
Forensic Science is an intense application of knowledge and skills acquired in Biology and Chemistry courses.
(BBMH; BHS)
Following a brief introduction to criminal law, students use measurement, chemical analysis, and other laboratory techniques to study the types of physical evidence, as well as the crime scene as a whole. The class format includes lectures, laboratory investigations and mandatory participation in a mock crime scene.

Integrated Science
321000CW
3210VSCW
Grades: 10 – 11
1 unit
This course will introduce students to the methodology of scientific study. The course will emphasize thinking skills—problem solving, analysis, explanation, and self-regulation—as they pertain to scientific study observation, and conclusions. The course will be rich with projects and laboratory experiences to enhance student acquisition of knowledge. Integrated Science is not considered a laboratory science course.

SOCIAL STUDIES

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

Human Geography
330700CW
3307VSCW
Grades: 9 - 10
1 unit
Prerequisite: None
(BBMH; EHS; ; NMH; OW)
This course is designated as a social studies elective. Human Geography Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth.
Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences. This course replaces World Geography (3310) beginning fall 2020 – 2021.

Human Geography Honors
330700HW
3307VSHW
Grades: 9 - 10
1 unit
Prerequisite: None
(BBMH; EHS; ; NMH; OW)
This course is designated as a social studies elective. Human Geography Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Human Geography CP level courses and the Profile of the South Carolina Graduate.

This course replaces World Geography (3310) beginning fall 2020 – 2021.

Law Education
333600CW
3336VSCW
Grades: 9 – 12
1 unit
Prerequisite: None
(BHS;)
This course is designated as a social studies elective. This course offers a practical approach to law-related education. In an effort to educate students about law that is useful in everyday life, the course begins with an overview of the legal system then explores general problems in the areas of criminal, tort, and individual rights laws. The second part of this course focuses on consumer, family, and housing law.

Modern and World History
330600CW
3306VSCW
Grades: 9 - 10
1 unit
Prerequisite: None
(EHS; HKTMH; ; NMH; OW)
This course is designated as a social studies elective. Students will study the history of the Modern World in grade ten, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modern World from 1300–1500, global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present day (1933–present). Students will learn all Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.
This course replaces World History (3360) beginning fall 2020 – 2021.

Modern and World History Honors
330600HW
3306VSHW
Grade: 10
1 unit
Prerequisite: District eligibility criteria
(EHS; ; NMH; OW)
This course is designated as a social studies elective. Students will study the history of the Modern World in grade ten, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modern World from 1300–1500, global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present day (1933–present). Students will learn all Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.
This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in World History CP level courses and the Profile of the South Carolina Graduate. This course replaces World History (3360) beginning fall 2020 – 2021.

US History and the Constitution
332000CW
3320VSCW
Grade: 11
1 unit
Prerequisite: Successful completion Of Human Geography or Modern and World History
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course meets the graduation requirements for social studies. This course is designed to meet the state graduation requirement for U.S. history. In the United States History and the Constitution course, students will employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including being drawn into world wars, on American politics and geopolitics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment. United States History and the Constitution is generally taught in grade eleven.

US History and the Constitution Honors
332000HW
3320VSHW
Grades: 11
1 unit
Prerequisite: Successful completion of Human Geography Honors, Modern and World History Honors or AP Human Geography
(EHS; ; LMHS; NMH; OW)
This course meets the graduation requirements for social studies. The curriculum for U.S. History Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted

credit. In the United States History and the Constitution course, students will employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including being drawn into world wars, on American politics and geopolitics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in US History and the Constitution CP level courses and the Profile of the South Carolina Graduate.

African-American History
339900CH
3399VSCH
Grades: 10 – 12 1/2 unit
Prerequisite: None
(HKTMH)
This course is designated as a social studies elective. This course is designed for students to explore the role of the African- Americans during the colonial period, the Civil War, on the frontier, the civil rights struggle and present times. Students will study African-American role models in common careers and explore the many cultural contributions in music (jazz), literature and visual arts. This course complements the study of African- American Literature. (LBA)

United States Government
333000CH
3330VSCH
Grade: 12 1/2 unit
Prerequisite: Successful completion of US History and the Constitution Honors.
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course meets the graduation requirements for social studies. Students study United States Government in grade twelve, beginning with the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students will learn how various powers are granted and distributed among the different branches and levels of government, and how checks and balances prevent one branch from overpowering the others. Additionally, students will investigate how American political values are formed and how government functions through individual participation and policy making. In order to continue to thrive, a strong democracy relies on active participation by informed individuals dedicated to upholding the rule of law and individual rights. Overall, the study of United States Government 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.

United States Government Honors
333000HH
3330VSHH
Grades: 12 1/2 unit
Prerequisite: Successful completion of US History and Constitution Honors
(EHS; ; LMHS; NMH; OW)
This course meets the graduation requirements for social studies. The curriculum for American Government Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the students. Students who successfully complete the more rigorous work will earn a weighted credit. In Students study United States Government in grade twelve, beginning with the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students will learn how various powers are granted and distributed among the different branches and levels of government, and how checks and balances prevent one branch from overpowering the others. Additionally, students will investigate how American political values are formed and how government functions through individual participation and policy making. In order to continue to thrive, a strong democracy relies on active participation by informed individuals dedicated to upholding the rule of law and individual rights. Overall, the study of United States Government 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. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in US Government CP level courses and the Profile of the South Carolina Graduate.

Economics and Personal Finance
330800CH
3308VSCH
Grade: 12 1/2 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course meets the graduation requirements for social studies. Economics is a social science. Students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being.
Traditionally, the field of economics is divided into two categories: microeconomics and macroeconomics. In the domain of microeconomics, students will survey the impact of demand, supply, various market structures, and government policies have on market prices for goods, services, and wages for workers. Inquiry into macroeconomics involves observing trends in the economy at large and the policies that are undertaken to promote the economic well-being of a society.
Holistically, the study of economics and personal finance provides a basis for students to develop the skills necessary to live and thrive financially in the 21st century, and participate in society as active and informed decision-makers. This course replaces Economic (3350) beginning fall 2020 – 2021.

Economics and Personal Finance Honors
330800HH
3308VSHH
Grade: 12 1/2 unit
Prerequisite: Successful completion of United Government Honors or US History and Constitution Honors.
(EHS; ; NMH; OW)
This course meets the graduation requirements for social studies. The curriculum for Economics Honors is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace, and work completed by the student. Students who successfully complete the more rigorous work will earn a weighted credit. Students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being.
Traditionally, the field of economics is divided into two categories: microeconomics and macroeconomics. In the domain of microeconomics, students will survey the impact of demand, supply, various market structures, and government policies have on market prices for goods, services, and wages for workers. Inquiry into macroeconomics involves observing trends in the economy at large and the policies that are undertaken to promote the economic well-being of a society.
Holistically, the study of economics and personal finance provides a basis for students to develop the skills necessary to live and thrive financially in the 21st century and participate in society as active and informed decision-makers. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Economics CP level courses and the Profile of the South Carolina Graduate. This course replaces Economic (3350) beginning fall 2020
– 2021.

Sociology
334500CW
3345VSCW
Grades: 11-12
1 unit; ½ unit
Prerequisite: None
(EHS; NMH; OW)
This course is designated as a social studies elective. Students critically examine how and why humans form groups and the methods they use to maintain group cohesiveness. Students observe and predict human behavior within groups. Special emphasis will be placed on the social circumstances that influence human thoughts, feelings, ideas and actions. There is an emphasis on the application of sociological research to analyze social, political, and economic conditions within the American society. After examining the scope of the science of sociology, students develop skills in identifying and analyzing social problems that arise as American communities develop and evolve.

Psychology
334000CW
3340VSCW
Grades: 11 – 12
1 unit; ½ unit
Prerequisite: None
(EHS; HKTMH; NMH; OW)
This course is designated as a social studies elective. This course is designed to help students learn to apply scientific observation and explanation of human behavior. The first part of this course emphasizes the evolutionary development of this new social science from its roots in philosophy to the use of the scientific method to demonstrate mind/ body relationships. The second part of this course focuses on biological foundations for human growth and development throughout the human life cycle and elevates student awareness of interpersonal relationships and social problem-solving skills.

WORLD LANGUAGES

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

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

Level 3 World Language Courses: These courses are designed to provide students with in-depth advanced knowledge and enhanced proficiency of the language of study. It is highly recommended that students entering level 3 College Preparatory courses earn at least an 80% in level 2 College Preparatory courses.

South Carolina Seal of Bilteracy: Students should be prepared to apply for the SC Seal of Biliteracy after their 4th year of world language studies. For more information visit: https://ed.sc.gov/instruction/standards- learning/world-languages/support-documents-and- resources/south-carolina-seal-of-biliteracy-overview-and- guidelines-revised-2019/.

South Carolina Diploma Pathway Seal of Distinction: Please see Appendix L for seal requirements.

Spanish 1
365100CW
3651VSCW
Grades: 9 – 10
1 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-Low to Novice-Mid Range)

Spanish 2
365200CW
3652VSCW
Grades: 9 – 11
1 unit
Prerequisite: Spanish 1
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is a sequel to Spanish 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Novice-High to Intermediate-Low Range). At the end of this course it is highly recommended that students score a Novice-High in all modes of communication, in the AVANT STAMP language

proficiency test to enroll Spanish 3 Honors.

Spanish 3
365300CW
3653VSCW
Grades: 9 – 12
1 unit
Prerequisite: Spanish 2
(LMHS)
This course is a sequel to Spanish 2. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. ACTFL Proficiency scale (Intermediate Low-Mid Range)

Spanish 3 Honors
365300HW
3653VSHW
Grades: 9 – 12
1 unit
Prerequisite: Novice-High (all modes) Language Proficiency Assessment or teacher recommendation–Grade higher than 80 in Spanish 2
(BHS; EHS; HKTMH; ; LMHS; NMH; OW)
This course is a sequel to Spanish 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness.
The third-year honors student will be able to understand the topic, main and secondary ideas in authentic materials, understand simple questions and answers and understand simple communications dealing with familiar topics. The student will be able to write original texts and questions to fulfill practical needs and write original notes and compositions. ACTFL Proficiency scale. (Intermediate Mid-Range)

PHYSICAL EDUCATION

The physical education courses in the high school are organized so that students participate in a variety of activities. One unit of Physical Education 1, JROTC, or Marching Band with Physical Education is required for graduation.

Physical Education 1
(Meets the PE graduation requirement)
344100CW
3441VSCW
Grades: 9
1 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; ; LMHS; NMH; OW)
Physical Education 1 meets the graduation requirements for the State Department of Education. The physical education course in the high school is organized so that students participate in a variety of activities. This course meets the South Carolina Academic Standards for Physical Education and is the foundation course for all other physical education courses. (One unit of JROTC or Marching Band with Physical Education may substitute for Physical Education 1. The qualifying JROTC courses are 375110CW, 375120CW, or 375130CW. The qualifying Marching Band with Physical Education course is 450841CW).

Marching Band with Physical Education
(Meets the PE graduation requirement)
450800CW
4508VSCW
Grades 9-12 (Recommended Grade 9)
1 unit
Prerequisite: For Marching Band with Physical Education: "C" or higher in Instrumental Music: Band - Advanced; teacher recommendation.
(EHS)
This course is for students who have experience in instrumental music either through individual instruction or in an advanced middle school band program. This course also meets the PE graduation requirement for all enrolled marching band students, including marching auxiliaries. The scope includes tone quality and intonation, rhythm and meter, notation and marching.
This course promotes physically literate students who demonstrate knowledge and skills of fitness, physical movement, and cognitive knowledge of a healthy lifestyle. Students are required to participate in Fitness Gram. After-school and weekend rehearsals and performances are required. It is recommended that students also enroll in the Instrumental Music: Band - Concert course that parallels the marching band course. Students can only earn one unit of Marching Band with Physical Education.

PHYSICAL EDUCATION ELECTIVES

Physical Education 2
344200CW
3442VSCW
Grades: 10-12
1 unit
Prerequisite: Physical Education 1
This second year of physical education is designed to help students continue to build on their understanding of the importance of life-long physical activity. **This is an elective course and does NOT meet the graduation requirement for physical education.**

Physical Education 3
344300CW
3443VSCW
Grades: 10 – 12
1 unit
Prerequisite: Physical Education 2
This third year of physical education is designed to help students continue to build on their understanding of the importance of life-long physical activity. Students will be expected to physically demonstrate improvement in skills and proficiency. Additionally, students will be able to demonstrate increased knowledge of strategies and techniques necessary to successfully participate in this physical education course. This is an elective course and does NOT meet the graduation requirement for physical education.

Physical Education 4
344400CW
3444VSCW
Grades: 10 – 12
1 unit
Prerequisite: Physical Education 3
This fourth year of physical education is designed to help students continue to build on their understanding of the importance of life-long physical activity. Students will be expected to physically demonstrate improvement in skills and proficiency. Additionally, students will be able to demonstrate increased knowledge of strategies and techniques necessary to successfully participate in this physical education course. This is an elective course and does NOT meet the graduation requirement for physical education.

HEALTH

Personal Health and Wellness
(Required for Graduation)
340200CH
3402VSCH
Grade: 9-12 1⁄2 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW) Personal Health and Wellness meets the graduation requirements for Orangeburg County School District. Personal Health and Wellness is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent disease. A minimum of 750 minutes of reproductive health, pregnancy prevention, and sexually transmitted disease along with consumer health, environmental health, growth and development, nutritional health, personal health prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, and mental and emotional health is required by the Comprehensive Health Education Act of 1988 in addition to community health. Erin's Law and Ronald Rouse's Law are embedded within the curriculum. One half unit of Personal Health and Wellness is required for graduation.

JROTC

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

JROTC
(Meets the PE graduation requirement)
375100CW
3751VSCW
Grades: 9 – 10
1 unit
Prerequisite: Student must be medically qualified to participate in a rigorous program of drill and physical fitness training
(BBMH; LMHS)
This course introduces the Army JROTC program and prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American Citizens.
Cadets receive basic instruction in oral and written communications, study habits, leadership, physical fitness, drill, ceremonies, first aid, military history, and citizenship. The uniform must be worn one entire school day each week and as otherwise scheduled.
Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of this course will entitle cadets to advanced rank in the military and will also meet a graduation requirement for one unit in PE or JROTC 1.

JROTC 2
375200CW
3752VSCW
Grades: 10 – 12
1 unit
Prerequisite: Successful completion of Leadership Education and Training 1 (77 or better), and approval by the senior instructor
(BBMH; LMHS)
Students must be medically qualified to participate in a rigorous program of drill. Cadets demonstrate knowledge of the ethical values and principles of good citizenship and display basic leadership skills. They receive instruction in wellness, fitness, first aid, substance abuse, citizenship, drill, ceremonies, and service learning. These cadets serve in "first line" leadership positions in the cadet battalion and assist in some instruction presented to first-year cadets. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

JROTC 3
375300CW
3753VSCW
Grades: 11 – 12
1 unit
Prerequisite: Successful completion of Leadership Education and Training 2 (80 or better), rank of SGT or higher, and approval by the senior instructor.
(BBMH)
Students must be medically qualified to participate in a rigorous program of drill
Cadets practice problem solving/decision-making techniques while serving in "middle management" leadership positions in the cadet battalion. They receive instruction in leadership, drill, public speaking, conflict resolution, career planning, financial planning, citizenship, and service learning. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

JROTC 4
375400CW
3754VSCW
Grades: 11 – 12
1 unit
Prerequisite: Successful completion of Leadership Education and Training 3 (85 or better), rank of SFC or higher, and approval by the senior instructor.
(BBMH)
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training
Cadets practice problem solving/decision-making techniques while serving in key

leadership and staff positions in the cadet battalion. Under instructor guidance, they run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. They receive instruction in the Department of Defense, leadership, financial planning, teaching skills, drill, ceremonies, and fitness. They assist in all instruction to younger cadets. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

JROTC 5
375500CW
3755VSCW
Grade: 12
1 unit
Prerequisite: Successful completion of Leadership Education and Training 4 (90 or better), rank of Cadet Officer or higher, and approval by the senior instructor.
(BBMH)
Students must be medically qualified to participate in a rigorous program of drill
Cadets continue to practice problem solving/decision-making techniques while serving in top leadership and staff positions in the cadet battalion. Under instructor guidance, the cadets run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

JROTC 6
375500CW
3755VSCW
Grade: 12
1 unit
Prerequisite: Successful completion of Leadership and Training 4 (90 or better), rank of Cadet Officer or higher, and approval by the senior instructor.
(BBMH)
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training Cadets continue to practice problem solving/decision- making techniques while serving in top leadership and staff positions in the cadet battalion. Under instructor guidance, the cadets run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

JROTC 7
375700CW
3757VSCW
Grade: 12
1 unit
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training Cadets continue to practice problem solving/decision- making techniques while serving in top leadership and staff positions in the cadet battalion. Under instructor guidance, the cadets run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military

obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

JROTC 8
375800CW
3758VSCW
Grade: 12
1 unit
Students must be medically qualified to participate in a rigorous program of drill and physical fitness training Cadets continue to practice problem solving/decision- making techniques while serving in top leadership and staff positions in the cadet battalion. Under instructor guidance, the cadets run the day-to-day JROTC operations, plan all activities, and maintain administrative and logistical files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills. The uniform must be worn one entire school day each week and as otherwise scheduled. Physical training to include running, pull-ups, sit-ups, and push-ups, must be performed one or more times each week. Cadets do not incur any military obligation. However, the successful completion of 2 or more years in JROTC can entitle cadets to placement credit in college ROTC and/or advanced rank in the military services.

Driver Education
370100CH
Grade: 10 -12
Driver and Traffic Safety Education is designed to produce better and safer drivers by teaching the involved in defensive driving. This course is not available to seniors and licensed drivers. Students must be 15 years of age and have a learner's permit to enroll in this class.

VISUAL AND PERFORMING ARTS

Visual and Performing Arts include Music (Instrumental and Vocal), Dance, Theatre (with Technical Theatre) and Visual Arts. Students planning to attend a public college or university in South Carolina must have completed a minimum of one unit in Fine Arts (also known as Visual and Performing Arts). These courses provide an opportunity for students to gain knowledge and hands on experiences in the Visual and Performing Arts and reinforce the objectives outlined in the Profile of the S.C. Graduate by preparing learners to meet new challenges in college and career readiness through contextual knowledge, training, and life and career skills that will create a better prepared workforce for tomorrow (Prepared by the SC College and Career Readiness in the Arts Task Force, 2016). The arts allow students to celebrate and preserve our cultural heritages and explore the realms of expression, imagination and creativity resulting in new knowledge. Through these courses, students may learn about, create, and value visual and performing arts. These courses are aligned to the SC College- and Career- Ready Standards for Visual and Performing Arts Proficiency which are organized according to the artistic process: Creating; Producing, Performing, Presenting, Responding, and Connecting.

Instrumental Music: Band – Concert 1, 2, 3, 4
353100CW, 353200CW, 353300CW, 353400CW
3531VSCW, 3532VSCW, 3533VSCW, 3534VSCW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
1 unit each
Prerequisite: For Level 1: "C" or higher in Instrumental Music: Band – Advanced; teacher recommendation. For Levels 2, 3, 4: "C" or higher in previous courses in the numbering sequence of Instrumental Music: Band - Concert; teacher recommendation.
These courses are designed for students who have had experience in middle school performing ensembles and previous courses in the numbering sequence for Instrumental Music: Band - Concert. Required rehearsals and performances outside of regularly scheduled school hours are an integral part of the coursework. Scope includes tone quality and intonation, rhythm and meter, keys, scales, rudiments, notation, mechanics of the instrument, individual and group performance, sight–reading and ear training, form and analysis, music theory, humanistic skills and aesthetic valuing. This course may be offered as a complete ensemble consisting of brass, woodwind, and percussion, or as a single section, or as a combination of any two.

Instrumental Music: Band – Marching 1, 2, 3, 4
353100CW, 353200CW, 353300CW, 353400CW
3531VSCW, 3532VSCW, 3533VSCW, 3534VSCW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Instrumental Music: Band – Marching 1: "C" or higher in Instrumental Music: Band - Advanced; teacher recommendation. For Instrumental Music: Band - Marching 2, 3 & 4; "C" or higher in previous courses in the numbering sequence of Instrumental Music: Band – Marching course is required.
(BBMH; BHS; EHS; LMHS; NMH; OW)
These courses are for students who have experience in instrumental music either through individual instruction or in an advanced middle school band program. Scope includes tone quality and intonation, rhythm and meter, notation and marching. After-school and weekend rehearsals and performances are required as well as enrollment in the comparable Concert Band course. It is recommended that students also enroll in the Instrumental Music: Band - Concert course that parallels the marching band course. These four courses do not count as Physical Education; refer to course number 450841CW for information about Marching Band with Physical Education.

Instrumental Music: Band 5
353500CW
3535VSCW
1 unit
Prerequisites: Audition and director approval
(EHS; LMHS; OW)
Students perform band literature representing a variety of styles and historical periods in concerts, annual local and state performance assessments, some athletic events, and parades. Emphasis is on both individual and ensemble skill development. After-school activities and rehearsals are integral to the course, and grades may reflect such participation.

Instrumental Music: Wind Ensemble
454500CW
4545VSCW
1 unit
Prerequisite: None
(OW)
This course provides opportunities for intermediate-level performers to increase performance skills and precision on a wind instrument. It includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It also stresses individual progress, group experiences, and strengthens reading skills.

Music Appreciation 1
356100CW
3561VSCW
Grades 9-12
1 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
Music appreciation is for students who enjoy music and wish to learn more about its role and importance in our lives. The course delves deeply into topics such as music as an expression of who we are, music as an invitation to move, music to let us create, music to understand life's meaning, music to tell the story of our lives, music to chronicle history, and music to characterize an age are included.

Music Composition and Songwriting
458600CW
4586VSCW
1 unit
Prerequisite: Audition and director approval
Music composition and songwriting offers students individual instruction in composition and the opportunity to develop a wide range of musical skills, including solid performance skills on at least one instrument, thorough training in music theory and history, and the study of instrumentation and orchestration.

Music History
459932CW
459932CW
1 unit
Prerequisite: None
Music history (1 unit) is for students who enjoy music and wish to learn more about its role and importance in our lives. The course delves deeply into topics such as music as an expression of who we are, music as an invitation to move, music to let us create, music to understand life's meaning, music to tell the story of our lives, music to chronicle history, and music to characterize an age are included. Students study music through recordings, films, written materials, and electronic media. This course involves more rigorous studies and broader explorations of the same topics addressed in the ½ unit offering.

Chorus 1, 2, 3 and 4
354100CW, 354200CW, 354300CW, 354400CW
3541VSCW, 3542VSCW, 3543VSCW, 3544VSCW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Chorus 1: "C" or higher in Middle School Chorus - Advanced; teacher recommendation. For Chorus 2, 3 and 4: "C" or higher in previous courses in the numbering sequence; teacher recommendation.
(EHS; LMHS; NMH; OW)
These courses are designed for students with previous experience in choral music singing. Students may be included in the performance groups representing the school and district, regional and state functions.

Students will also be encouraged to audition for district, community, state, and national choral groups. Students will study vocal techniques, a wide range of repertoire, musicality, self-direction, and improvement of individual vocal skills. All performances are mandatory. After school rehearsals may be necessary. A special outfit may be required at the discretion of the director.

Chorus 5
354500CW
3545VSCW
1 unit each
Prerequisites: Application and audition Students perform with and meet the curriculum requirements of the Concert Choir. In addition, students will prepare a digital portfolio consisting of individual performances of solo literature from difficulty levels V-VI and written assignments including research, analysis, and reflection of performances.
(EHS; LMHS; NMH; OW)

Conducting
459970CW
459970CW
1 unit
Prerequisite: Band or Chorus I, II, III, IV
Upon course completion, a student will be able to Sing diatonic melodies at sight using the solfege system.
(OW)
The course assumes basic beat pattern knowledge and covers three areas:
(1) conducting with an instrumental soloist (co, (2) conducting with a vocal soloist and (3) conducting of a work involving complete meter changes.

Dance 1, 2, 3 and 4
450100CW, 450200CW, 450300CW, 450400CW
4501VSCW, 4502VSCW, 4503VSCW, 4504VSCW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Dance 1: Completion of Dance at the Middle School level with a "C" or higher, or a passing score on the Gifted and Talented-Artistic audition/ screening; teacher recommendation. For Dance: 2, 3 and 4: "C" or higher in the previous course in the numbering sequence; teacher recommendation.
(EHS; LMHS; OW)
These courses are designed to further develop strength, flexibility, control, and endurance. Concentration will be placed upon accurate execution of skills in isolated form and in combinations of increasing length and difficulty. Scope includes intense and practical study of dance as communication, continued mastery of a minimum of 4 dance styles and genres, elements of production, careers in dance, the importance of dance to lifetime fitness, and dance history. Participation in performances is mandatory. Some after school rehearsals may be required. Special clothing and shoes may be required at the discretion of the instructor.

Ear Training and Sight Singing
459900CW
4599VSCW
1 unit
Prerequisite: Band or Chorus I, II, III, IV
Upon course completion, a student will be able to: Sing diatonic melodies at sight using the solfege system. Distinguish diatonic intervals by ear. Provide a written dictation of melodies played to him/her. Hear, identify, and write out simple and compound rhythms by ear. Hear tonal melodies in relation to "do" (i.e. the key's fixed center pitch). Distinguish the four triad types by ear and write them, on all notes, accordingly.
(OW)
Reading and dictation of rhythm patterns, intervals, interval groups, scales, diatonic patterns, and simple diatonic melodies. Assignments will include work with recorded exercises.

Music Composition CP
357000CW
357033CW
1 unit
Prerequisite: None
(TTC)
Music Composition courses prepare students to express themselves through creating music. These courses may use conventional or unconventional notation and may include instrumental and vocal music. Along with

musical instruments and vocals, technology may be used for creating, recording, and performing music. Students may also perform compositions formally or informally and respond to music created in the classroom. Specific course content should align with existing standards for visual and performing arts proficiency.

Music Composition and Songwriting CP
458600CW
45863CW
1 unit
Prerequisite: Music Composition
(TTC)
The Music Composition and Songwriting course is an extension of Music Composition and continues to prepare students to express themselves through creating music and a more extensive level. These courses may use conventional or unconventional notation and may include instrumental and vocal music. Along with musical instruments and vocals, technology may be used for creating, recording, and performing music. Students may also perform compositions formally or informally and respond to music created in the classroom. Specific course content should align with existing standards for visual and performing arts proficiency.

Music Theory 1 CP
459933CW
459933CW
1 unit
Prerequisite: None
(OW)
Students learn the basic elements of music and their applications in elementary composition. Aural development is stressed throughout the year through rhythmic and melodic dictation and sight-singing. Music technology will be used as a resource to develop aural and compositional skills. A student with limited experiences in music must receive teacher approval

Music Theory 2 CP
459934CW
459934CW
1 unit
Prerequisite: Music Theory I or teacher approval
(OW)
Students learn more advanced concepts in music theory as well as twentieth-century compositional techniques. Aural development will continue through sight-singing and rhythmic and melodic dictation. Music technology will be used as a resource to develop aural and compositional skills.

Theatre 1, 2, 3, and 4
452100CW, 452200CW, 452300CW, 452400CW
4521VSCW, 4522VSCW, 4523VSCW, 4524VSCW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 - 12
Level 3: Grades: 11 - 12
Level 4: Grade: 12
1 unit each
Prerequisite: For Theatre 1: Completion of Theatre: Advanced at the Middle School level with a "C" or higher, or a Passing Score on the Gifted and Talented-Artistic audition/screening; teacher recommendation. For Theatre 2, 3 & 4: "C" or higher in the previous course in the numbering sequence; teacher recommendation.
(EHS; LMHS; OW)
These courses are designed to further develop skills and knowledge of Theatre. The courses will consist of a historical survey of Theater, stressing major movements, literature, writers, and actors of these periods. This survey will serve as a basis for all modern techniques.
Practical application of acting techniques will begin with the basic Stanislavski system and will include movement, relaxation, and vocal development exercises and stage dialects; improvisation, monologue, and scene study; play analysis and character development. Modern acting techniques may also be explored. Scope also includes the technical aspects of Theatre production. All of these aspects of theater will be taught in the classroom and in practical application through public performances of full-length plays, evenings of one-act plays, or the equivalent. Participation in performances is mandatory. Some after school rehearsals may be required. Special clothing and shoes may be required at the discretion of the instructor.

Art Appreciation
351100CW
3511VSCW
Prerequisite: None

(EHS)
Covering art appreciation and the beginning of art history. Intro to Art encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this full-year course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Art 1
350100CW
3501VSCW
Grades: 9-12
1 unit
Prerequisite: None
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
This is an introductory course to both two-dimensional and three-dimensional design. This studio-based course will focus on drawing, painting, and sculpture. Emphasis is placed on knowledge of basic design concepts in visual art expression. This course is meant to expose students to a variety of art materials, styles and processes.

Art 2 and 3
350200CW, 350300CW
3502VSCW, 3503VSCW
Level 2: Grades: 10 – 12
Level 3: Grades 11 – 12
1 unit each
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation
(BBMH; BHS; EHS; HKTMH; LMHS; NMH; OW)
These courses are designed for in-depth studio experiences in drawing, painting, printmaking, sculpture and contemporary approaches to creating and responding to works of art. Exposure to the historical and cultural backgrounds of various periods and artists is included. Portfolios are developed, maintained, and assessed in this course. Level 3 expands and extends art experiences.

CAREER AND TECHNICAL EDUCATION

GENERAL ELECTIVES

Below are the district-wide Career and Technology Education (CTE) course offerings for school-based programs. Participation in CTE programs of study and course offerings may also require participation in CTE – Student Organizations. As a result, in some instances, membership fees may be required. In addition, students may be required to pay fees for required materials, safety equipment, protective attire, or shop-related costs

AGRICULTURE, FOOD, AND NATURAL RESOURCE

Agricultural Education is a program for high school and middle school students interested in pursuing careers in natural resources, environmental and agricultural careers.

Agricultural Mechanics and Technology 1
566000CW
5660VSCW
Grades: 10 – 11
1 Unit
Prerequisites: None
(BHS EHS)
The Agriculture Mechanics and Technology 1 course is designed as an introductory course to the Agriculture Mechanics Career Pathway. In addition, it provides development of general mechanical skills which are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in woodworking, metal working, welding, small engine repair, basic farm and homestead improvements, participating in personal and community leadership development activities, planning and implementing a relevant school-to-work transition experience, and participating in FFA activities. This course is a component of the following Agriculture, Food and Natural Resources Pathways:

- Agricultural Mechanics and Technology
- Environmental and Natural Resources Management
- Horticulture
- Plant and Animal Systems

Agricultural Science and Technology
562400CW
5624VSCW
Grades 9-12
1 unit
Prerequisite: None
(BHS EHS)
This course is a foundation course designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conversation of natural resources, and the impact of agricultural and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

Agricultural Power Mechanics
561000CW
5610VSCW
Grades 11-12
1 unit
Prerequisite: Previous Agricultural Course or Teacher Recommendation
(EHS)
This course is designed as an introductory course to the Agricultural Mechanics Career Pathway. In addition, it provides development of general mechanical skills which are required in all areas of Agricultural Education.
Typical instructional activities include hands- on experiences in woodworking, metal working, welding, small engine repair, basic farm and homestead improvements, and participating in FFA activities.

Introduction to Horticulture
565000CW
5650VSCW
Grades: 9 – 12
1 unit
Prerequisite: None
(BHS)
This course is designed to be an introduction to the Horticulture pathway. This course includes organized subject matter and practical experiences related to the culture of plants used principally for ornamental or aesthetic purposes. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing ornamental horticulture enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; participating in personal and community leadership development activities; planning and implementing a relevant work-based learning experience; and participating in FAA activities. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Landscape Technology
5670
5670
Grade Level 10, 11, 12
1 unit
Prerequisite Introduction to Horticulture
(BHS)
The course in Landscape Technology is designed to qualify the student completing the course for job entry into landscaping fields or to continue advanced training in post high school education. A combination of subject matter and activities is designed to teach technical knowledge and skills for entry-level positions in selling, selecting, and servicing.

Wildlife Management
5674
5674
Grade Level 10, 11, 12
Credits 1
Prerequisite
(BHS)
The Wildlife Management course is designed to be an introductory course for the Environmental and Natural Resources pathway. The course is a combination of subject matter and planned learning experiences on the principles involved in the conservation and/or improvement of natural resources such as air, soil, water, land, forest, and wildlife for economic and recreational purposes. Instruction also emphasizes such factors as the establishment, management, and operation of land for recreational purposes.

Work Based Learning
(BHS EHS)
5690
Agricultural, Food, and Natural Resources, Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid. (CCR)

569000CW **5690VSCW**	**120 Hours**	**1.0 Credit**

BUSINESS, MANAGEMENT, AND ADMINISTRATION

People with business skills are the ones that make the deals that build profitable companies that power the global economy.

Administrative Support Technology
512200CW
5122VSCW
Grades: 10-12
1 unit
Prerequisite: None
(LMHS)
This course is designed to provide an overview of the major responsibilities and tasks in an administrative support position. The objectives of the course are to enhance technology and communication skills; solve business-oriented problems; manage processes and procedures of

organizations; and demonstrate effective supervisory, management, and human relations skills.

Digital Publication Design
517600CW
5176VSCW
Grades: 10-12
1 unit
Prerequisite: None
(EHS TTC)
This course combines the business world with graphic design and allows students to use their creativity to produce business and personal publications. Students create, format, illustrate, design, edit/revise, and print publications including newsletters, flyers, brochures, reports, advertising materials, catalogs, posters, and other publications. Students who excel have the opportunity to earn nationally recognized Adobe certification. (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

Digital Technologies
518000CW
5180VSCW
Grades: 9 – 12
1 unit
Prerequisite: None
(TTC)
This course introduces students to new and emerging technologies that are impacting the way we utilize information when accessing computers and other technology devices. Students will be introduced to speech recognition software, mobile application, and online collaboration tools. Tablets, iPads, and smart phones will be introduced as tools for personal and business applications. All students are encouraged to join Future Business Leaders of America (FBLA). (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

Entrepreneurship
540000CW
5400VSCW
Grades: 9 – 12
1 unit
Prerequisite: None
(LMTC OW TTC)
This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology. All students are encouraged to join Future Business Leaders of America (FBLA).

Image Editing
534000CW
5340VSCW
Grades: 10 – 12
1 unit
Prerequisite: None
(EHS LMHS TTC)
Image editing tools are used by industry professionals to edit and enhance most images presented in magazines, newspapers and other media. This course is designed to provide students with the knowledge and skills needed to master image manipulation and photographic retouching. Students will explore the technical artistic aspects of image editing by creating images to be used in various types of media. Successful completion of this course will prepare the student for industry certification. (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

Work Based Learning
5490
Business, Management, and Administration, Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid. (CCR)

549000CW 5490VSCW	**120 Hours**	**1.0 Credit**

EDUCATION AND TRAINING

The Education and Training cluster includes courses and/or programs related to child development and strategies for educating young students.

Early Childhood Education 1
570000CW
5700VSCW
Grades: 10 – 12
1 unit
Prerequisite: None
(CACC, TTC)
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.

Early Childhood Education 2
570100CW
5701VSCW
Grades: 10 – 12
1 unit
Prerequisite: Early Childhood Education 1
(CACC TTC)
Early Childhood Education 2 is an advanced course focusing on the competencies needed to plan, guide, and care for young children in a safe, healthy, and developmentally appropriate environment. Students can acquire certification in pediatric safety, CPR, and first aid. Students interact with professionals in the field and participate in various school-to-work activates. Student laboratory/field experiences may be school based or in the community and include job shadowing and internships.

Introduction to Early Childhood Education
570200CW
5702VSCW
Grades: 9 – 12
1 unit
Prerequisite: None
This course is designed as an introduction of skills required for a career in the care, education and administration of programs for young children. Students will develop skills in areas including career paths, developmentally appropriate practices, safe and healthy learning environments, and collaborative relationships. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters.

Introduction to Teaching 1
570300CW
5703VSCW
Grade Level 10, 11
Credits 1 (120 hours)
Prerequisite None
(TTC)
Introduction to Teaching 1 is designed to prepare students for employment and/or postsecondary opportunities in the education field. The program provides instruction in the teaching profession, communication skills, human growth and development, planning and instructional strategies, and school-societal relationships. Technology is integrated throughout the course work. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

Introduction to Teaching 2
570400CW
5704VSCW
Grade Level 11, 12
Credits 1 (120 hours)
Prerequisite Introduction to Teaching 1
(TTC)
Introduction to Teaching 2 is an advanced level course that builds on skills developed in Introduction to Teaching Level 1. Students develop a higher level of proficiency through authentic learning experiences. Students plan engaging lessons, enhance communication and presentation skills, explore school-societal relationships, and exhibit professionalism. Technology is integrated throughout the course work. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

Teacher Cadet
570500EW
5705VSEW
Grade Level 11, 12
Credits 1-2 (Varies by Site Due to Scheduling)
Prerequisite: None
(CACC; LMHS; TTC, HKT, Edisto, BBH)
Teacher Cadet is designed as an introductory course for students who are interested in the teaching profession. Students are taught how to teach a class, interact with students, and handle various situations that teachers face on a daily basis. Students will participate in an internship at a nearby primary, elementary, middle, or high school. The course is offered through Claflin University, COP E's college partner. The credits earned through the course may be transferred to other colleges, most commonly as elective credit. Students who are interested in Teacher Cadet, an honors level, college credit course must have a GPA of 3.0 and/or receive a recommendation from a Review Panel, be enrolled in a college preparatory curriculum, be recommended in writing by three instructors, submit an essay on why he/she wants to be in the class, be a senior, and agree to adhere to the Teacher Cadet Discipline policy. At the end of the semester, all students will complete a field experience at one of our other schools.

Work Based Learning
6390
Education and Training Internship, work- based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

639000CW 6390VSCW	**120 Hours**	**1.0 Credit**

FINANCE

The Finance cluster includes courses and/or programs related to financial planning which combines the skill sets of financial managers with that of a more relationship-oriented individual.

Accounting 1
500100CW
5001VSCW
Grades: 10-12
1 unit
Prerequisite: None
(BHS TTC)
This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting. All students are encouraged to join Future Business Leaders of America (FBLA).

Accounting 2
500500CW
5005VSCW
Grades: 10-12
1 unit
Prerequisite: Accounting 1 with minimum grade of "C" or better and/or instructor approval
(BHS TTC)
Students will develop advanced skills that build upon those acquired in Accounting 1. Students continue applying accounting concepts related to business entities. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating and recording adjusting entries, and interpreting financial information. The student will demonstrate knowledge of accounting principles through the use of computer software and simulated activities.

Business Finance
527300CW
5273VSCW
Grades: 10 – 12
1 unit
Prerequisite: Accounting 1
(EHS, TTC)
This course is designed to provide students with a foundation in corporate business finance concepts and applications including

fundamentals, financial environment, management planning, maintenance and analysis of financial records, long and short term financial activities, financial business activities, financial institutions and banking services, consumer credit, business insurance, technology and financial management, and international finance. All students are encouraged to join Future Business Leaders of America.

Personal Finance
513100CW
5131VSCW
Grades: 9-12
1 unit Prerequisite: None
(BHS EHS LMHS LMTC OW TTC)
This course introduces students to the fundamentals of personal finance, which include budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance. All students are encouraged to join Future Business Leaders of America (FBLA).

Work Based Learning
6190
Finance Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

619000CW 6190VSCW	**120 Hours**	**1.0 Credit**

Work Based Learning
6580
Government and Public Administration Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

658000CW 6580VSCW	**120 Hours**	**1.0 Credit**

HEALTH SCIENCE EDUCATION

Health Science Education is a secondary program of study that promotes health career opportunities to students in grades 9-12. After the completion of certain courses, students can earn credits through the work- based program. Work-based numbers for these courses are listed at the end of this section. Students can seek approval and assistance with this program from their counselor.

Health Science 1
555000CW
5550VSCW
Grade: 9-12
1 unit
Prerequisite: Biology
(CACC TTC)
Health Science 1, Foundations of Healthcare Professions, is an introductory course designed to provide students with an overview of the healthcare careers and foundational skills to begin their journey towards the future as a healthcare professional. Upon completion of this course proficient students will be able to identify careers in these fields, compare and contrast the features of healthcare systems and begin to provide foundational health care skills. This course

will serve as a foundation for all Health Science programs of study. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science 2
555100CW
5551VSCW
Grade: 10-12
1 unit
Prerequisite: Successful completion of Health Science 1 or Medical Terminology
(CACC TTC)
Health Science 2, Advanced Healthcare Applications, course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. GENERAL REQUIREMENTS - This course is for students in grades 10-12. Students enrolled in this course must have successfully completed Health Science 1 with a grade of 75% or higher. Furthermore, students are required to job shadow in an area that will connect to a real-world experience in the healthcare industry.
Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2, will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about "Transmission Based Precautions" and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and Maslow's Hierarchy of needs. Students will learn how law and ethics are applied in the healthcare setting. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will be certified in First Aid and CPR in this course. All students must provide verification of medical insurance coverage or purchase the school's accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science 3
555200CW
5552VSCW
Grades: 11-12
1 unit
Prerequisite: Health Science 1 or Sports Medicine 1. Students are recommended to be First Aid and CPR certified prior to this course. Students should be familiar with general medical terminology as well as technical skills associated with vital signs. (Skills learned in HS2 or SM1).
(CACC TTC)
Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each body systems. Students will study the relationship that the body systems have with disease from the healthcare point of view. This is a very "hands-on" course and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. This course is recommended for students in grades 11 – 12. The pre-requisites to this course are successful completion of Health Science 1 and Medical

Terminology. Health Science 2 is also required but may be offered as a co-requisite. Job shadowing is encouraged. This course does not count as a lab science. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science Clinical Study (Honors)
556000HD
5560VSHD
- review honors weighting and course descriptions
Grade 12
2 units
Prerequisites: Health Science 1, 2, and 3 with a grade of 75 or higher (HS 3 may be substituted with the following courses: PLTW Human Body Systems, or Medical Terminology) plus Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification. Please note: Only HS3, Medical Terminology or PLTW HBS will count towards being a completer in the Health Science pathway.

Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through work-based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district's geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom. Nurse- Aide candidates: Under the direction and supervision of a registered nurse, students are prepared to perform nursing-related services to patients and residents in hospitals or long-term care facilities. For Nurse-Aide programs, students will review all foundation standards in the clinical study program, as well as the addition of the SC Nurse Aide Curriculum found in the training program packet.

Medical Terminology
554000CW
5540VSCW
Grades: 11- 12 -varying grade levels across district and varied course description
1 unit
Prerequisite: None
(CACC LMTC TTC)
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. Students will use problem-solving techniques to assist in developing an understanding of course concepts.

Work Based Learning
5590
Health Science Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

559000CW	**120 Hours**	**1.0 Credit**

Sports Medicine 1
555500CW
5555VSCW
Grade: 11
1 unit
Prerequisite: None
(LMHS TTC)
Sports Medicine 1 emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise

science, kinesiology, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and vital signs. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concept. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course. All students enrolled in this course must provide the instructor verification of medical insurance coverage. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Sports Medicine 2
555600CW
5556VSCW
Grade: 10-12
1 unit
Prerequisites: Students must have successfully completed Sports Medicine 1. Strongly recommend successful completion of Medical Terminology, Health Science 3, or Anatomy and Physiology.
(LMHS TTC)
Sports Medicine 2 emphasizes the assessment and rehabilitation of athletic injuries. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation of injuries will be examined. A review of the body systems will be included in this course. Other career roles in Sports Medicine will be discussed as the athletic trainer takes the injured athlete through the pathway of recovery. All students enrolled in this course must provide the instructor verification of medical insurance coverage. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Sports Medicine 3
555700CW
5557VSCW
Grade: 12
1 Unit
Prerequisites: Students must have successfully completed Sports Medicine 1 & 2. It is strongly recommended that students successfully complete Medical Terminology, Health Science 3, or Anatomy and Physiology prior to this course.
(LMHS)
Sports Medicine 3 emphasizes the student's ability to apply concepts from previous Sports Medicine coursework to real-world situations and scenarios. A priority will be placed on understanding the current research and evidence based practices offering the practice of Sports Medicine professionals. Students will develop policies, procedures, and guidelines based on these aspects, as well as explore detailed treatment and rehabilitation procedures for common athletic injuries.
Students are expected to participate in clinical situations either at the school with their athletic department or in an outside clinical setting for real world experience. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Work Based Learning
5591
Sports Medicine Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

559100CW	**120 Hours**	**1.0 Credit**

HOSPITALITY AND TOURISM

Hospitality and Tourism is designed to prepare students for entry-level employment in the travel and tourism industry.

Introduction to Culinary Arts Management
572200CW
5722VSCW
Grades: 9-10
1 unit
Prerequisite: None
(LMHS TTC)
Do you like to travel and entertain? This career will allow you to live or visit the most romantic places and meet all kinds of people. Whether your career goal is to become a chef on a cruise liner, cater elaborate functions, own a restaurant, run a country club, or just be a part of the food and beverage services industry, the opportunities are endless. The ability to create and to work well with others is a must. The course content of this program includes work ethics; safety; sanitation; the use and care of commercial equipment; the use and care of utensils and tools; customer service duties; menu planning; food preparation; job seeking; and job keeping skills. This is an introductory course designed to give students a chance to explore Culinary Management as a career choice. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Culinary Arts Management 1
572000CW
5720VSCW
Grade: 11
1 unit
Prerequisites: GPA of 2.0 or better; Interviewed by the Instructor
(LMHS TTC)
This course 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. Students will begin a two-year program called ProStart sponsored by the National Restaurant Association. This program includes the industry-driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry-recognized certificate. This is the ProStart National Certificate of Achievement. To earn the certificate, students must pass two national exams, demonstrate a mastery of foundational skills and work 400 mentored hours. Students volunteer for 200 hours and acquire 200 hours of paid employment. Students may begin earning these hours upon enrollment in this class. All students must provide the instructor with proof of medical coverage. Students are required to be in full uniform (chef coat, pants, apron and hat) during labs.
Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Culinary Arts Management 2
572100CD
5721VSCD
Grade: 12
2 units
Prerequisites: Successfully completed Culinary Management 1 with a "C+" average or better; Instructor recommendation
(LMHS TTC)
This course is a continuation of Culinary Management 1. Students will complete the two-year Pro-Start program. This program includes the industry driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry-recognized certificate. This is the ProStart National Certificate of Achievement. To

earn the certificate, students must pass two national exams, demonstrate a mastery of foundational skills and work 400 mentored hours. Students volunteer for 200 hours and acquire 200 hours of paid employment. All students must provide the instructor with proof of medical coverage. Students are required to be in full uniform during labs. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Introduction to Hospitality and Tourism Management
547800CW
5478VSCW
Grades: 11 – 12
1 unit
Prerequisite: None
(LMHS)
This course focuses on foundational information about the hospitality and tourism industry and provides opportunities for students to get a taste of what hospitality and tourism is all about. Course content includes the following: career exploration, employability and career development skills, guest satisfaction, safety, security and environmental practices, the history of the hospitality industry, and the hospitality and tourism segments.

Travel and Tourism Management
547400CW
5474VSCW
Grades: 10-12
1 unit
Prerequisites: Successfully complete Introduction to Hospitality and Tourism Management with a "C+" average or better; Instructor recommendation
(LMHS)
This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students will engage in project- and problem-based learning opportunities with hands-on involvement in hospitality and tourism-related situations.

Event and Entertainment Management
547500CW
5475VSCW
Grades: 10-12
1 unit
Prerequisites: Successfully complete Introduction to Hospitality and Tourism Management with a "C+" average or better; Instructor recommendation
(LMHS)
This course is the second course in the Hospitality pathway. Students will become familiar with management techniques and strategies for successful planning, promotion, and implementation of special events that result in extraordinary and memorable experiences. Students will learn the basics about what it takes to add the "WOW factor" for customers whether the event is a sporting event, corporate event, family reunion, cruise, wedding, party, etc. Students will engage in project- and problem-based learning opportunities for event evaluation, direct observation of, and hands-on involvement in the planning and staging of special events.

Work Based Learning
5190
Hospitality and Tourism Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

519000CW 5190VSCW	**120 Hours**	**1.0 Credit**

HUMAN SERVICES

Majors within the Human Services cluster are designed to prepare students for entry-level employment in areas related to planning, managing, providing, and supporting human services such as foods and nutrition and child care services.

Cosmetology 1
615000CD
6150VSCD
Grade: 11
2 Units -Varying descriptions across centers and financial expectations of students
Prerequisites: GPA of 2.0 or better; Interviewed by the Instructor
(CACC, LMHS, TTC)
The Cosmetology Program is designed to prepare students to qualify for the state cosmetology licensure examination. This is a two year completion program. Students will receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair setting, hair styling, hair shaping, hair waving, hair relaxing, hair coloring, hair lightening, shampooing and rinses. Care of skin and nails includes manicuring, pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, hands, arms, and legs is incorporated by means of theory and practical application on mannequins and clients. Also included in the course of study is salon planning and management. Applicants must be at least 16 years old and have completed the 10th grade. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage.

Cosmetology 2
615100CD
6151VSCD
Grade: 11
2 units
Prerequisites: Successfully completed Cosmetology 1 with a 75 average or better; required hours; Instructor recommendation
(CACC, LMHS, TTC)
This course is a continuation of Cosmetology 1. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Cosmetology 3
615200CD
6152VSCD
Grade: 12
2 units
Prerequisites: Successfully completed Cosmetology 2 with a 75 average or better; required hours; Instructor recommendation
(CACC LMHS TTC)
This course is a continuation of Cosmetology 2. All students must provide the instructor with proof of medical coverage. Students practice and prepare for the theory and practical portions for the South Carolina Board of Cosmetology Licensure Examination. Students are strongly encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Cosmetology 4
615300CD
6153VSCD
Grade: 12
2 units
Prerequisites: Successfully completed Cosmetology 3 with a 75 average or better; required hours; Instructor recommendation
(CACC LMHS TTC)
This course is a continuation of Cosmetology 3. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. All students must provide the instructor with proof of medical coverage. Students are strongly encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Natural Hair Braiding
614600CD
6146VSCD
Grade: 11-12
2 units
Prerequisites: None
(CACC)
This Natural Hair Braiding project-based course provides students with the knowledge and techniques associated with natural hair structure. African American history, computer science skills (to attract underrepresented populations to computer science), and employability skills are integrated throughout the content to equip students with the skills needed to successfully face challenges of the workplace. A required culminating activity for the hair braiding course is a one-day six-hour course that covers disorders and diseases of the scalp, sanitation and sterilization, policies and procedures, and the SC Board of Barber Examiners statutes, regulations which lead to the South Carolina Hair Braiding Registration industry recognized credential. Students will demonstrate advanced natural hair braiding technical skills by competing in district, state, and national competitions. Participation in the SkillsUSA Career and Technical Student Organization provides opportunities to develop and maintain leadership and technical skills.

Barber/Master Haircare Specialist Level I – Fall Semester
615800CD
6158VSCD
Grade: 10
Units: 2
Prerequisites: 1. Provide a current TB Test doctor's affidavit, a copy of original Social Security and SC State Identification Cards before the first day of classes.
2. Pay a $600.00 fee for the Barber/Master Haircare Specialist kit, books, and uniform before attending class. Fees are NON-REFUNDABLE.
(LMHS, TTC)
The Barber/Master Haircare Specialist Program is designed to prepare students to qualify for the state Barber/Master Haircare Specialist licensure examinations. The course is a two-year completion program. Barber/Master Haircare Specialist Level I students receive training in the art and science of hair/beard/mustache cutting, styling, coloring, and chemical processing. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, arms, and hands are incorporated using both theory and practical application on manikins. The course of study also includes; infection control principles and practices, and barber shop planning and management.

Applicants must be at least 16 years old and completed the 10th grade. All students enrolled in this course must provide the teacher with verification of medical insurance coverage and attend a Barber/Master Haircare Specialist Orientation with their parents/guardians. Students will be encouraged to participate in the student organization SkillsUSA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Barber/Master Haircare Specialist Level I – Spring Semester
615900CD
6159VSCD
Grade: 10
Units: 2
Prerequisites:
1. Successfully completed Barber/Master Haircare Specialist Level I – Fall Semester with a "C+" average or better
2. Good attendance
3. Instructor recommendation
(LMHS TTC)
The Barber/Master Haircare Specialist Level I – Spring Semester is a comprehensive course of study that includes all aspects of hair/beard/mustache cutting, styling, coloring, chemical processing and the related sciences necessary to pass this section of the South Carolina Barber/Master Haircare Specialist Licensing Examination. Students are encouraged to join SkillsUSA and eligible students may be nominated by their teacher to join the National Technical Honor Society. All students enrolled in this course must provide the instructor with verification of medical insurance coverage.

Barber/Master Haircare Specialist Level II – Fall Semester
616000CD or (579000CD 12thgrade)
6160VSCD or (5790VSCD 12thgrade)
Grade: 11
Units: 2
Prerequisites:
1. Successfully completed Barber/Master Haircare Specialist Level I – Fall & Spring Semesters with a "C+" average or better
2. Good attendance
3. Instructor recommendation
4. Pay a $200.00 fee for the South Carolina Board of Barber/Master Haircare Specialist Licensure Examination and Milady's on-line licensing preparation prior to enrolling in course. Fees are NON-REFUNDABLE.

The Barber/Master Haircare Specialist Level II continues with theoretical and technical knowledge needed to prepare students to qualify for state licensing examinations. Prior knowledge acquired in Barber/Master Haircare Specialist Level I – Fall & Spring is reinforced regarding the art and science of hair/beard/mustache cutting, styling, coloring, and chemical processing. Course of study includes; infection control principles and practices, and barber shop planning and management. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, arms, and hands are reinforced by means of both classroom theory and practical application on both manikins and patrons in Barber/Master Haircare Specialist clinic. The clinic (lab) is open to the public two days a week. Students will be encouraged to participate in the student organization SkillsUSA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage.

Barber/Master Haircare Specialist Level II – Spring Semester
616100CD
6161VSCD
Grade: 11
Units: 2
Prerequisites:
1. Successfully completed Barber/Master Haircare Specialist Level II – Fall Semesters with a "C+" average or better
2. Good attendance
3. Instructor recommendation

This course is a continuation of Barber/Master Haircare Specialist Level II – Fall Semester. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory, practical skills and required academic knowledge may sit for the South Carolina Board of Barber/Master Haircare Specialist Licensure Examinations. Upon passing the state examinations and receiving a license, students are allowed to participate in work-based learning opportunities. Students will be encouraged to participate in the student organization SkillsUSA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage.

Nail Technology 1, 2, 3, 4
615400CD, 61550CD, 61560CD, 61570CD
61540VSCD, 6155VSCD, 6156VSCD, 6157VSCD
Grade: 11-12
3 units
Prerequisites: None
(CACC)

The Nail Technology program is designed to prepare students to become licensed nail technologists. Nail Technology students receive training in the art and science of the care and beautification of nails. The student receives training following the guidelines and regulations established by the South Carolina Labor, Licensing, and Regulation (SCLLR) Cosmetology Board. The course of study includes instruction in diseases and disorders, chemistry, biology and anatomy, and physiology of the arms, hands, and feet. Manicures, pedicures, tips, sculptures, and wraps are incorporated by means of theory and practical application on both mannequins and live models. Also included during study is salon planning and management.

Work Based Learning
5790
Human Services Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

579000CW 5790VSCW	**120 Hours**	**1.0 Credit**

Family and Consumer Sciences 1
580800CW
5808VSCW
Grades: 9-12
1 unit
Prerequisite: None
(EHS, HKT)
Family and Consumer Sciences 1 is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives.
Course projects incorporate higher order thinking, communication, and leadership skills that can be applied to real life situations immediately. Topics include: interpersonal relationships, human development, family well-being, careers, family and consumer resources, and nutrition and wellness. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Family and Consumer Sciences 2 ()
580900CW
5809VSCW
Grades: 10-12 (Not Currently Offered but Probable)
1 unit
Prerequisites: Family Consumer Science 1 with a "C" or better and/or instructor recommendation
This is a comprehensive exploratory course that provides more intense skills. Instruction and learning experiences emphasize family roles, relationships, responsibilities, and resources: and the development of understandings, attitudes and skills relevant to personal, home, and family life responsibilities. All students must provide the instructor with verification of medical insurance coverage. All students are strongly encouraged to join Family, Career and Community Leaders of America (FCCLA). Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Family Life Education 1
582000CW
5820VSCW
Grades: 9-12
1 unit
Prerequisite: None
(TTC)
Your body is not the only thing that needs to be healthy! What about your relationships? Learn how to make better choices by enrolling in Family Life Education I! Family Life Education I helps students understand and learn to apply various concepts to gain and maintain healthy relationships throughout their lives. Topics such as applying interpersonal skills in relationships, critiquing financial decisions, and determining risk factors of healthy lifestyles are included in the course content. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Family Life Education 2 ()
582100CW
5821VSCW
Grades: 10-12 ((Not Currently Offered but Probable)
1 unit
Prerequisite: Family Life Education 1
Now that you've acquired the skills to enhance your relationships, let's further these skills to improve personal and family development. Family Life Education II stresses the role individuals must assume to improve family life. Effective personal development and the use of community resources are emphasized. Topics

include but are not limited to developing healthy lifestyles, preparing for a family, managing financial resources, dealing with family crises, and developing employability skills. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Fashion, Fabric, and Design 1
580400CW
5804VSCW
Grades: 9-12
1 unit Prerequisite: None
(HKT)
This course introduces students to the concept of choosing clothing for a purpose. Students explore color plans, gain consumer skills in making informed shopping decisions, and explore careers. Students determine clothing quality; understand the information on labels and hangtags and planning a wardrobe. Students will have the opportunity to practice sewing techniques and altering and/or repairing household and clothing items. All fabric and sewing notions are to be supplied by the student for one project. All students must provide verification of medical insurance. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Fashion, Fabric, and Design 2
580500CW
5805VSCW
Grades: 10-12 (Not Currently Offered but Probable)
1 unit
Prerequisites: Fashion, Fabric, and Design 1 with a "C" or better and/or instructor recommendation
Students enrolled in Fashion, Fabric, and Design 2 will receive rigorous and relevant learning experiences as they study textiles, color analysis, wardrobe planning, interior designing, advanced and quality design techniques, and job opportunities in the clothing and interior field. All materials are to be supplied by the student for each project or garment constructed. A minimum of two projects is required and additional projects are encouraged. Tailoring techniques will be introduced as appropriate for the individual student. All students must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, FCCLA. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Financial Fitness 1
581200CW
5812VSCW
Grades: 10-12
1 unit Prerequisite: None
(EHS)
Financial Fitness 1 is designed to help students develop financial management skills by utilizing sound decision making procedures, evaluating marketplace alternatives, creating a personal budget, becoming knowledgeable of the rights and experiences will provide real life application such as; buying a car, budgeting money, using credit wisely, selecting the first apartment, and avoiding "rip offs" when making purchases. Learning experiences emphasize financial planning and budgeting as a basis for personal/family security. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Financial Fitness 2
581300CW
5813VSCW
Grades: 10-12 (Not Currently Offered but Probable)
1 unit
Prerequisites: Financial Fitness 1 with a "C" or better and instructor recommendation
Financial Fitness 2 is an in depth study of financial management skills. Building on the skills mastered in Financial Fitness 1, local, state, and federal consumer protection agencies, and consumer services career paths. Learning experiences will encourage higher order thinking skills, incorporate the use of technology, solve real world problems, and

develop characteristics of a responsible consumer. Students will have opportunities to interact with professionals from the business world.
Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Foods and Nutrition 1
582400CW
5824VSCW
Grades: 9-12
1 unit Prerequisite: None
(EHS)
Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition- related careers. Critical thinking and practical problem- solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Foods and Nutrition 1 is a prerequisite for Food and Nutrition 2. National Certification: ServSafe® Employee. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Work Based Learning
5890
Family and Consumer Sciences
Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after

Foods and Nutrition 2 ()
582500CW
5825VSCW
Grades: 9-12 (Not Currently Offered but Probable)
1 unit
Prerequisite: Foods and Nutrition 1
Students enrolled in Food and Nutrition 2 will experience an advanced program designed to provide a more in-depth knowledge of individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, safety and sanitation, consumer decisions, ethnic and multicultural meal preparation, table service and etiquette, and foods and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Skills acquired in Food and Nutrition 2 provides a foundation for further studies and employability in nutrition and food service. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.		
589000CW 5890VSCW	**120 Hours**	**1.0 Credit**

INFORMATION TECHNOLOGY

Information Technology careers involves the design, development, support, and management of hardware, software, multimedia and systems integration services.

Fundamentals of Computing
502300CW
5023VSCW
Grades: 9-12
1 unit
Prerequisite: None
(BBHS EHS HKT LMHS NHS TTC)
Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

IT Fundamentals
502500CW
5025VSCW
Grades: 9-12 (Not Currently Offered but Probable)
1 unit
Prerequisite: None
This course provides students with the fundamentals for IT literacy, environmental and safety concepts, operating systems, software, hardware, networking, alternative technologies, security, and computational thinking. Students who successfully master the content may take the CompTIA IT Fundamentals certification exam. This course may be the fourth unit in some three-unit CTE completer programs. (Counts as Computer Science graduation requirement.)

Discovering Computer Science
506100CW
5061VSCW
Grades: 9-12 (Not Currently Offered but Probable)
1 unit
Prerequisite: None
Discovering Computer Science students will be exposed to introductory computer science topics with an emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will create their own websites, apps, and games. This survey course will expose students to introductory computer science topics with an emphasis on computational thinking and problem solving applied to a variety of contexts. Students will be empowered to create authentic artifacts and engage with

computer science as a medium for creativity, communication, problem solving, and fun. This course is not included in any CATE completer pathway. (Counts as Computer Science graduation requirement.)

Fundamentals of Web Page Design and Development
503100CW
5031VSCW
Grades: 10-12
1 unit Prerequisite: None
(EHS)
Students will gain the skills and knowledge needed to safely and effectively use internet applications and languages to create and maintain web pages using a structured development process. Students will learn the HTML, CSS, and basic scripting in a language like JavaScript needed to create websites that are well- organized, attractive, universally accessible, responsive, and easy to navigate. They will also learn the technological processes, requirements, and legal ramifications for publishing their websites. This is a specialized course focusing on one area of computer science and is recommended for students who are interested in learning web design and development industry languages. This course will prepare students for industry credentials. Counts as Computer Science graduation requirement.

Advanced Web Page Design and Development
503300CW
5033VSCW
Grades: 10-12
1 unit
Prerequisite: Successful completion of Fundamentals of Web Page Design and Development
This advanced course is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop an in-depth understanding and use of HTML, CSS, JavaScript, layout techniques, and other industry- standard practices. In addition, students will learn scripting technologies to create dynamic and interactive websites. Students will maintain a professional quality portfolio of web design work. Successful completion of this course will prepare students for industry certification. Counts as Computer Science graduation requirement.

Computer Programming 1
505000CW
5050VSCW
Recommended Maximum Enrollment 24
Grade Level 9, 10, 11, 12
1 unit (120 hours)
Prerequisite Keyboarding proficiency
(TTC)
Computer Programming 1 is designed to emphasize the fundamentals of computer programming. Topics include computer software, program design and development, and practical experience in programming, using modern, object-oriented languages.

Computer Programming 2
505100CW
5051VSCW
Recommended Maximum Enrollment 24
Grade Level 10, 11, 12
1 unit (120 hours)
Prerequisite Keyboarding Proficiency and Computer Programming 1 using the same language
(TTC)
Computer Programming 2 is designed to emphasize the fundamentals of computer programming. Topics include computer software, program design and development, and practical experience in programming, using modern, object-oriented languages.

Computer Repair and Service
532000CW
5320VSCW
Recommended Maximum Enrollment 24
Grade Level 10, 11, 12
1 unit (120 hours)
Prerequisite Keyboarding Proficiency
(TTC)
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.

Advanced Computer Repair and Service
532100CW
5321VSCW
Recommended Maximum Enrollment 24
Grade Level 10, 11, 12
1 unit (120 hours)
Prerequisite Keyboarding Proficiency and Computer Repair and Service
(TTC)
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.

Cyber Security Fundamentals
5370
5370
Recommended Maximum Enrollment 24
Grade Level 10, 11, 12
1 unit (120 hours)
Prerequisite Keyboarding Proficiency and Networking
(TTC)
Fundamentals or Instructor Recommendation
Cyber Security Fundamentals introduces the core 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 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.

Advanced Cyber Security
537200CW
5372VSCW
Recommended Maximum Enrollment 24
Grade Level 10, 11, 12
1 unit (120 hours)
Prerequisite Keyboarding Proficiency and Cyber Security
(TTC)
Fundamentals or Teacher Recommendation
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.

Work Based Learning
5390
5390
Information Technology Internship, work- based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

539000CW 5390VSCW	**120 Hours**	**1.0 Credit**

Introduction to Graphic Communications and Graphic Communications 1, 2, 3, 4
52050CW, 62000CW, 62010CW, 62020CW,

62030CW
5205VSCW, 6200VSCW, 6201VSCW, 6202VSCW, 6203VSCW
Recommended Maximum Enrollment 24
Grade Level 10-12
1 unit (120 hours)
Prerequisite-None
(CACC)
Graphic Communications competencies require that students are competent in their overall understanding of the industry and its major operations, and have the fundamental measurement, math, and interpersonal skills needed for starting a career. The competencies are broken into 11 subsections: introduction, digital file preparation, image capture, color theory, digital file output, press operations, bindery operations, measurement, safety and first aid, basic math, and job application and interpersonal skills. All competencies are theory-based and require students to list, describe, identify, and/or calculate production-related issues, rather than actually demonstrate performance.

Media Technology 1
612400CW
6124VSCW
Recommended Maximum Enrollment 24
Grade Level 9
1 unit (120 hours)
Prerequisite-None
(TTC)
Fundamentals or Teacher Recommendation
Media Technology 1 explores the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio and video. They will work collaboratively writing, producing, directing, and editing projects using industry-standard software and equipment. Safety is emphasized in this course and students will have the opportunity to acquire an industry-recognized safety certification. 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.

Media Technology 2
612500CW
6125VSCW
Recommended Maximum Enrollment 24
Grade Level 9, 10, 11, 12
1 unit (120 hours)
Prerequisite-Media Technology 1
(TTC)
Media Technology 2 students continue to explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in production techniques for audio and video. They will work collaboratively writing, producing, directing, and editing projects using industry standard software and equipment. Safety is emphasized in this course and students will have the opportunity to acquire an industry-recognized safety certification. 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.

Media Technology 3
612600CW
6126VSCW
Recommended Maximum Enrollment 24
Grade Level 10, 11, 12
1 unit (120 hours)
Prerequisite-Media Technology 1
(TTC)
Media Technology 3 is the third course in the Media Technology program. In this course, students continue their in-depth exploration of the general field of communications focused primarily on media production industries. Students will get hands-on experience in production techniques for audio and video. They will work collaboratively writing, producing, directing, and editing increasingly complex projects using industry-standard software and equipment. A professional media production skill set is emphasized in this course and students are expected to consistently apply these skills to their projects. They will create and refine the necessary professional materials necessary for entry level employment in the media industries. Lastly, students will have the opportunity to acquire industry-recognized certifications.

Media Technology 4
612700CW
6127VSCW
Recommended Maximum Enrollment 24
Grade Level 11, 12
1 unit (120 hours)
Prerequisite-Media Technology 1
(TTC)
Media Technology 4 is the final course in the Media Technology program. In this course, students are expected to demonstrate mastery of media production skill sets and consistently apply these skills to their projects. They will work both independently and collaboratively to produce advanced level projects using industry-standard software and equipment as well as emerging technologies. This course will incorporate work-based learning opportunities, when appropriate and where available. Students are expected to finalize professional materials necessary for entry-level employment in the media industries including attainment of industry-recognized certifications.

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

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

Introduction to Law, Public Safety, Corrections and Security
650500CW
6505VSCW
Grade: 9
1 Unit - Prerequisites: Algebra 1, Application Process, and Overall GPA of 2.0 or better.
(TTC)
Introduction to Law, Public Safety, Corrections, and Security Course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area of Law Enforcement Services and Fire Fighter and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing.
Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join SkillsUSA student organization costing approximately $17.00.

Law Enforcement Services 1, 2
6510, 6511
6510, 6511
Grade Level 10, 11, 12
Credits 1 (120 hours), 2 (240 hours) per course code
(CACC TTC)
Prerequisite Level 1 prerequisite for Level 2 Law and Enforcement Services 1 and 2 prepare individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operations and maintenance, report preparation and other routine law enforcement responsibilities.

Work Based Learning
6590
6590
Law, Public Safety, Corrections, and Security Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

539000CW 5390VSCW	**120 Hours**	**1.0 Credit**

MANUFACTURING

Integrated Production Technologies 1: Advanced Technology for Design and Production
622200CW
6222VSCW
Grade: 9, 10, 11, 12
1 Unit
Prerequisites: None
This course will engage students in the use of modern technologies in the design and improvement of products. Students will use three-dimensional Computer Assisted Design (CAD) software in the creation and analysis process. Students will document designs using standards set by industry for design documentation. Students will implement methods of green production and just-in-time component supply which allow for the lowest cost and highest quality products. Students will design and troubleshoot data acquisition,

programmable logic control, process monitoring, automation and robotic systems. Students will incorporate sensing and vision systems, utilizing cameras and sensors to control automated systems.

Integrated Production Technologies 2: Systems of Advanced Technology
622300CW
6223VSCW
Grade: 10, 11, 12
1 Unit
Prerequisites: Advanced Technology for Design and Production
Systems of Advanced Technology provides opportunities for students to apply the technologies that are found in modern clean, production environments. Students study effective and energy efficient control of pumping, conveyors, piping, pneumatic and hydraulic control systems. Students apply total quality management to production design to assure quality. Students also focus on properties of materials and material testing, creating documentation to support designs, examining properties and justifying material selections based on properties. Students learn that old products become the new raw materials for new products.

Integrated Production Technologies 3: Mechatronic Systems for Advanced Production
622400CW
6224VSCW
Grade: 10, 11, 12
1 Unit
Prerequisites: Systems of Advanced Technology
Mechatronic Systems for Advanced Production provides opportunities for students to design cost-effective work cells incorporating automation and robotics to improve quality of final products. The advanced production in this course depends on the use and coordination of information, automation, network systems, vision and sensing systems. Students will design and create mechatronic systems and automated tooling to accomplish these advanced tasks. Students produce authentic documentation about their cyber-mechanical systems and the integration with data to control and monitor processes.

Integrated Production Technologies 4: Design for the Production of Advanced Products Production
622500CW
6225VSCW
Grade: 11, 12
1 Unit
Prerequisites: Mechatronic Systems for Advanced Production
Students will create plant designs to process and automatically assemble materials into new products. Students follow the process of developing and producing a new product from prototype to final product. They will accomplish this by creating a production flow plan that allows for the mass production of the product. Students will analyze and evaluate all aspects of the design and production processes with an emphasis on clean, lean and green production. Students will utilize data acquisition, quality control processes and Six Sigma methodology to control production.

Welding Technology 1 & 2
634000CW, 634100CW
6340VSCW, 6341VSCW
Grade: 10, 11
2 Units
Prerequisites: None
(CACC, LMTC)
Welding Technology 1 & 2 are designed to prepare students to perform entry-level welding tasks under the supervision of an experienced certified welder. Practical experience is provided to the student through participation in special welding projects. Students are provided the opportunity for instruction in AC and DC currents involved in electric welding. They learn the correct safety procedures for electric arc welding and oxygen-acetylene cutting. Students also observe a demonstration in both cutting and welding. Projects require participation in the lab area, and students use the skills they observe. Note that students must not have any visible piercings, i.e., nose rings, ears, lips or chin piercings. This class meets for two periods each day for one semester.

Welding Technology 3 & 4
634200CW, 634300CW
6342VSCW, 6343VSCW
Grade: 11, 12
2 Units
Prerequisites: None
(CACC, LMTC)
Welding Technology 3 & 4 are to provide the opportunity for instruction in the use of a ruler, working with fractions, blueprint reading, welding symbols and TIG and MIG welding. Metal fabrication is introduced through various cutting and welding projects. Students experience high tech cutting procedures through computerized plasma cutting equipment. Students completing this program will be given an opportunity to earn college credit (6 college credits). Unity to receive national certification through the National Center for Construction Education and Research (NCCER). Note that students must not have any visible piercings, i.e. nose rings, ears, lips or chin piercings.
If a student has an 80 or above average in Welding Technology 3 & 4, he/she may qualify for Dual Enrollment through O-C Tech: IMT 210-IMT 211.

Work Based Learning
6490
6490
Manufacturing Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid..

649000CW 6490VSCW	**120 Hours**	**1.0 Credit**

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS/PROJECT LEAD THE WAY

PLTW Civil Engineering and Architecture
605800HW
6058VSHW
Grades: 11-12
1 unit each
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" or better and instructor recommendation.
(LMTC, TTC)
Students learn important aspects of building and site design and development, and then apply what they know to design a commercial building. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina. (Will NOT count toward Computer Science graduation requirement beginning in 2019- 2020.)

PLTW Computer Science Essentials
637200HW
6372VSHW
Grades: 11-12 (Not Currently Offered but Probable)
1 unit
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" average or better.
Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina. (Counts as Computer Science graduation requirement.)

PLTW Computer Science Principles ()
637700HW
6377VSHW
Grades: 11-12
1 unit
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" average or better.
Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit. (Counts as Computer Science graduation requirement.)

PLTW Digital Electronics
605200HW
6052VSHW
Grades: 11-12
1 unit each
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" or better and instructor recommendation.
(CACC LMTC TTC)
Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina. (Will NOT count toward Computer Science graduation requirement beginning in 2019- 2020.)

PLTW Engineering Design and Development
605400HW
6054VSHW
Grade: 12
1 unit
Prerequisites: PLTW Introduction to Engineering Design, PLTW Principles of Engineering with a "C" or better and any one of the following: PLTW Aerospace Engineering, PLTW Computer Integrated Manufacturing, PLTW Computer Science Essentials, PLTW Civil Engineering and Architecture, PLTW Digital Electronics
(CACC, LMTC)
Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina.

PLTW Introduction to Engineering Design
605100HW
6051VSHW
Grades: 9-10
1 unit each
Prerequisites: Algebra I or equivalent, overall GPA of 2.0 or higher
(CACC, LMTC, TTC)
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina. (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

PLTW Principles of Engineering
605000HW
6050VSHW
Grades: 9-10
1 unit each
Prerequisites: PLTW Introduction to Engineering Design with a "C" or better and instructor recommendation.
(CACC, LMHS, TTC)
All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina. Counts as Computer Science graduation requirement.

PLTW Engineering Essentials (EE)
614400HW
6144VSHW
Grades: 9-10
1 unit each
Prerequisites: None
(CACC))
Engineering Essentials is an introductory course designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them. Engineering Essentials is geared toward a first-year engineering high school student.

PLTW Capstone
605400HW
6054VSHW
Grades: 10-12
1 unit each
Prerequisites: Introduction to Engineering (IED), Principles of Engineering (POE), or Teacher Recommendation
(CACC)
The knowledge and skills students acquire on the "Pathway to Engineering" come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards. Completing EDD prepares students to be ready to take on any post-secondary program or career.

Work Based Learning
6890
Science, Technology, Engineering, and Mathematics Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

689000CW 6890VSCW	**120 Hours**	**1.0 Credit**

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Introduction to Commercial Truck Driving (Permit)
692200CD
6922VSCD
Grades: 11-12
1 unit
Prerequisites: None
(CACC, LMTC)
The CDL Truck Driving (Permit) course is designed to train students for a SC CDL [Class-A] truck permit, which includes fork lift certification, S/P2 safety; maintenance and repair. This course is reserved for students who are 1 7 or older [must turn 18 by May 1st] who have a valid driver license and proof of insurance. After completing this course and turning 18, students will be eligible to test for the CDL (permit). Students are required to purchase a uniform shirt and safety glasses from COPE to be worn in the training area. Safety boots are required. Students are required to have work shirts, safety glasses and membership to SkillsUSA. Students must apply and be interviewed prior to acceptance. This

class meets two periods for a semester. Students are responsible for testing and obtaining a CDL from the SC Highway Department.
Duel credits: 2 [TDR 101] Introduction to Truck Driving and [TDR 105] The Business of Truck Driving, from O-C Tech.

Small Engine Repair
630000CD
63000VSCD
Grades: 10-12
2 units
Prerequisites: None
(CACC)
Is designed to prepare students [10th to 12th grades] to perform entry-level maintenance and repair tasks under the supervision of an experienced technician. Students receive training on Briggs & Stratton, and Honda small internal combustion engines used on portable equipment such as lawnmowers, rotary tillers, compressors, and small boats. The training includes locating and solving problems, overhauling the basic engine, and repairing or replacing engine systems. Students will need to bring a pair of clear safety glasses, an old work shirt or cotton coveralls, as well as leather work boots. Safety glasses are to be worn at all times in the shop area.

Automotive Technology 1, 2, 3, 4
6030000CD, 6031000CD, 6032000CD, 6033000CD
60300VSCD, 60310VSCD, 60320VSCD, 60320VSCD
Grades: 10-12
1 or 2 units
Prerequisites: No prerequisite for Level 1; Courses taken sequentially
(CACC LMTC)
This program 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.

Drone Technologies 1: Theory and Aeronautical Basics
57T100CD
57T1VSCD
Grades: 10-12
1 unit
Prerequisites: None
(CACC)
Drone Technologies 1: Theory and Aeronautical Basics is designed to provide students with basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. Students will explore the basic skills and knowledge needed to be a recreational drone pilot. They will learn about drone theory and aeronautical regulations operating rules, pathways to certification, airspace operating rules, aviation weather, unmanned aircraft systems, flight procedures, radio communications, airport operations, and maintenance inspections procedures.

Drone Technologies 2: Theory and Design
57T200CD
57T2VSCD
Grades: 10-12
1 unit
Prerequisites: None
(CACC,)
Drone Technologies 2: Theory and Design includes design techniques, documentation, safety, introduction to drones, airframes, electric motors, propellers, electronics speed controllers, batteries, charges and connectors, transmitters, and receivers. Cameras, gimbals, ground control stations, regulations, and the FAA are also included.

Drone Technologies 3: Learn to Fly
57T300CD
57T3VSCD
Grades: 10-12
1 unit
Prerequisites: None
(CACC,)
Drone Technologies 3: Learn to Fly introduces students to basic/advanced flight of drones to include manual flight and programmed flight with mapping software. Students learn to develop drone piloting knowledge and skills needed to obtain a FAA Remote Pilot certification, participate in drone mission planning, basic to advanced flight operations, and drone aircraft maintenance; execute communication needed as a flight crew team member and gain the knowledge, skills, and industry credentials for careers in drone technology. A minimum age of 16 is required for enrollment by the end of the course due to FAA Part 107 U.S. Commercial Drone Pilot Certification testing age requirement.

Work Based Learning
6790
Transportation, Distribution and Logistics Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.
679000CW
6790VSCW

ARCHITECTURE AND CONSTRUCTION

Architecture and construction courses can introduce students to the construction industry and related career fields in construction management, architecture, building construction inspection, and planning and design.

Introduction to Construction
600100CW
6001VSCW
Grades: 9-12
1 unit Prerequisites: None
(LMTC TTC)
Introduction to Construction focuses on the foundations of safety in the construction and industrial trades.
Students will learn how to identify and follow safe work practices and procedures, and how to properly inspect and use safety equipment. Students will be able to describe the safety practices associated with elevated work; energy release; and various hazards encountered on job sites.

Building Construction Cluster 1, 2, 3, 4
606000CW-301, 606100CW-301, 606200CW-301, 606300CW-303
6060VSCW-301, 6061VSCW-301, 6062VSCW-301, 6063VSCW-303
(TTC)
Recommended Maximum Enrollment 24
Grade Level 9, 10, 11, 12
Credits 1 (120 hours), 2 (240 hours), 3 (360 hours) per course code
Prerequisite No prerequisite for Level 1; Courses taken sequentially
Building Construction prepares individuals to apply technical knowledge and skills in the building, inspecting, and maintaining of structures and related properties. Includes instruction in masonry, carpentry, electrical and power transmission installation, building/construction finishing, management, inspection, and other construction-related applications.

Electricity Line Worker 1
630500CW
6305VSCW
Grade: 11
1 units
Prerequisites: Introduction to Construction Technology 2 with a "C" or better and teacher recommendation
(LMHS)
The Electricity program prepares students to be career-ready in residential and commercial electrical installation. Students in this program learn to install residential, commercial, and

industrial wiring systems. Upon completion of this program, proficient students will be able to demonstrate knowledge and skills in electricity with emphasis on safety, tools, and equipment. Standards are aligned to the NCCER® or Residential Academy Electrical certification

Electricity Line Worker 2
630600CD
6306VSCD
Grade: 11
1 units
Prerequisites: Electricity Technology 1 with a "C" or better and teacher recommendation
(LMHS)
Electricity—Comprehensive courses provide a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. These courses typically include AC and DC circuitry, safety, and the National Electrical Code and may cover such skills as those involved in building circuits; wiring residential, commercial, and/or industrial buildings; installing lighting, power circuits, and cables; and estimating job costs. As students progress, their projects become more complex and expansive. In these courses, safety is stressed, and a career exploration component may be offered.

Electricity Line Worker 3
630700CD
6307VSCD
Grade: 11
1 units
Prerequisites: Electricity 2 Technology 2 with a "C" or better and teacher recommendation
(LMHS)
Electricity—Comprehensive courses provide a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. These courses typically include AC and DC circuitry, safety, and the National Electrical Code and may cover such skills as those involved in building circuits; wiring residential, commercial, and/or industrial buildings; installing lighting, power circuits, and cables; and estimating job costs. As students progress, their projects become more complex and expansive. In these courses, safety is stressed, and a career exploration component may be offered.

Work Based Learning
6690
Architecture and Construction Internship, work-based credit
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in the area of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties.
The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid.

669000CW **6690VSCW**	**120 Hours**	**1.0 Credit**

ADVANCED PLACEMENT PROGRAM

AP English Language and Composition
307100AW
3071VSAW
Grade: 11
1 unit
Prerequisite: Honors students with above average grades, English 3 Honors, and teacher recommendation
Participating colleges and universities grant credit and/or appropriate placement on the basis of test scores. AP English Language and Composition is an advanced course in effective strategies for writing and critical reading. It is designed for college-bound students with an above average command of composition and grammar skills. Course content emphasizes rhetorical techniques valuable for a variety of topics discourse, to organize details, to use effective diction and to appeal to specific audiences. As readers, they will learn to recognize the language patterns that authors have created and to describe their responses to the patterns. The Advanced Placement exam is required of students enrolled in the course.

AP English Language and Composition Seminar
302900HW
3029VSAW
Grades: 11-12
Credit: 1 Unit
Prerequisite: Concurrent enrollment in AP Language and Composition
This course is a companion course to AP Language and Composition. It is designed to help students learn how to think critically by analyzing, synthesizing, and evaluating English material. There will be a major emphasis on effective strategies for writing and critical reading skills that are necessary for successful performance on the Advanced Placement Exam.

AP English Literature and Composition
307000AW
3070VSAW
Grade: 12
1 unit
Prerequisite: Honors students with above average grades, English 3 Honors, or Teacher Recommendation
Participating colleges and universities grant credit and/or appropriate placement on the basis of test scores.
English AP is designed to prepare students for taking the CEEB English Advanced Placement Examination. This exam gives students the opportunity to demonstrate writing ability and perceptions of literature including language, structure, meaning, and evaluation of a representative sampling of several genres. The exam is required of students enrolled in the course.

Advanced Placement Calculus (AB)
417000AW
4170VSAW
Grade: 11-12
1 unit
Prerequisite: Pre-Calculus Honors
Calculus AB consists of a full academic year of work in Calculus and related topics comparable to courses in colleges and universities and is intended for students who have a thorough knowledge of college preparatory mathematics. It is a course in introductory calculus with elementary functions. The idea of limit is introduced.
Derivatives of algebraic, trigonometric, logarithmic, and exponential functions are considered with the applications that follow. Also involved is basic coverage of integration, the fundamental theorem of integral calculus, computation of area under the curve, and other application techniques. Students will be required to use a graphing calculator to produce the graph of a function within an arbitrary viewing window, find the zeros of a function, compute the derivative of a function numerically, and compute definite

integrals numerically. Students are required to take the Advanced Placement Examination.

AP Mathematics Calculus (AB) Preparation Lab Honors
314900HW
3149VSHW
Grade: 11-12
1 unit
Prerequisite: Concurrent enrollment in AP Calculus AB
This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with AP Calculus AB. Students will be required to complete specific laboratory projects.

AP Statistics Prep
314902HW
3149VSHW
Grades: 10 – 12
Credit: 1 Unit
Prerequisite: Concurrent enrollment in AP Statistics
This course provides laboratory experiences in conjunction with AP Statistics. Students will be required to complete specific laboratory projects designed to allow them to work with data, analyses, and reports.

AP Statistics
417100AW
4171VSAW
Grades: 10 – 12
Credit: 1 Unit
Prerequisite: Algebra 2; Recommended: Exceptional reading comprehension and writing abilities
This course connects mathematics with students' world and with other subjects. This course reflects the methodologies supporting the new curriculum goals. Students enrolled in Statistics will be prepared for topics covered in many college-level courses as well as the world of work. Technology is required to facilitate learning and to help develop students' quantitative reasoning and problem-solving skills; the purpose of Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns and (4) statistical inference; long and short term projects are required of all students enrolled in this course. The Advanced Placement exam is required of students enrolled in the course

AP Computer Science Principles
477500AW
4775VSHW
Grade level(s): 10, 11, 12
Credit: 1 Unit
Prerequisite: Algebra 1
AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. This course will focus on empowering students to be creative and encourage them to apply processes while developing computational artifacts. The programming language is determined by the teacher in order to meet the needs of the students. The AP Computer Science Principles Exam is offered to each student which could grant students college credits in introductory computer science.

AP Computer Science A
477100AW
4771VSAW
Grades: 11 – 12
1 Unit
Prerequisite: Algebra II
This course is an introductory computer science course which emphasizes procedural and data abstraction, programming methodology, algorithms, and data structures. Students enrolled in AP Computer science should be competent in

written communications and mathematical reasoning. Java programming language will be the primary focus and is required on the AP Examination. A minimum of three hours per week of laboratory time is required for success in the course. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Biology
327200AW
3272VSAW
Grades: 11 – 12
1 unit
Prerequisite: "80" or above in Biology 1 Honors or "85" or above in Biology 1; Chemistry 1 and Science teacher recommendation
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. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. 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 include utilization of mathematics and computer models that provide students with opportunities to apply the science practices. Each student must take the Advanced Placement examination for possible college credit.

AP Biology Preparation Lab Honors
328900HW
3289VSHW
Grades: 11 – 12
1 unit
Prerequisite: Concurrent enrollment in AP Biology
This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with AP Biology. Students will be required to complete specific reading and laboratory projects.

Advanced Placement Environmental Science
327700AW
3277VSAW
Grades: 10 - 12
1 unit
Prerequisite: 2 years of high school laboratory science and at least one year of Algebra
AP Environmental Science is a college level course with goal of providing students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Each student must take the Advanced Placement examination for possible college credit.

AP Human Geography
337900AW
3379VSAW
Grades: 9 – 12
1 unit
Prerequisite: Teacher Recommendation
This rigorous course is designed to explore the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students use the methods and tools geographers use in their science and practice. Student must take the AP Human Geography exam which is administered in May.

AP Human Geography Seminar
336900HW
3369VSHW
Grades: 9 – 12
1 unit
Prerequisite: Teacher recommendation;
This is a companion course to AP Human Geography.

AP US History
337200AW
3372VSAW
Grades: 11 – 12
1 unit
Prerequisite: Teacher recommendation and successful completion of Human Geography Honors, Modern and World History Honors or AP Human Geography
This course meets the graduation requirements for social studies. This is a college course designed for advanced students. Students will learn about the developments that have shaped U.S. history though the critical analysis of historical events and materials.
Students will develop their ability to draw conclusions and use informed reasoning to present their arguments clearly and persuasively in essay format.

AP US History Seminar
336900HW
3369VSHW
Grades: 11
1 unit
Prerequisite: Student must be enrolled in an AP US History
This college course is a companion course to AP United States History. It is designed to help students learn how to think critically by analyzing, synthesizing, and evaluating historical material. There will be a major emphasis on writing skills that are necessary for successful performance on the Advanced Placement United States History Exam in May.

AP United States Government and Politics
337300AW
3373VSAW
Grade: 12
1 unit
Prerequisite: Successful completion of AP US History and Constitution
This course meets the graduation requirements for social studies. This is a college course in American Government and Politics and is designed for advanced students. The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

AP World History: Modern
337700AW
3377VSAW
Grades: 10 – 12
1 unit
Prerequisite: Teacher recommendation
The AP World History course explores key themes of world history, including interaction with the environment, cultures, state-building, economic systems, and social structures, from approximately 1200 B.C.E. to the present. Students will learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations.

Advanced Placement Music Theory
357600AW
3576VSAW
Grades: 11-12
1 unit
Prerequisite: Advanced music coursework and Teacher recommendation
The Advanced Placement Music Theory course is for highly motivated, well-prepared, committed high school music students interested in pursuing and receiving advanced placement and/or college level credit for the study of music theory. This course of study is designed for the study of musical materials, structure, and style. It integrates melodic, harmonic, textural, rhythmic, formal, and, to some extent, historical and stylistic aspects. The student's ability to read and write musical notation as well as the student's basic performance skills in voice or on an instrument is fundamental to the course. Students in this course will complete the Advanced Placement examination at the end of the year.

Advanced Placement Studio Art: Drawing
357200AW
3572VSAW
Grades: 11 – 12
1 unit
Prerequisite: "B" or higher in Art 1 and one (1) other Art course; teacher recommendation, Portfolio Assessment.
This course is designed for highly motivated, well- prepared, committed students interested in pursuing and receiving advanced placement and/ or college level studio art coursework while still in high school. Participants submit a portfolio of work for evaluation at the end of the school year. The portfolio consists of three sections

APPENDIX

- CTE Completer Pathways
- Course Progressions

CTE COMPLETER PATHWAYS

Lake Marion High School

Electricity (NCCER, OSHA 10)
LMHS

Course 1	Introduction to Construction
Course 2	Electrical Line Worker 1
Course 3	Electrical Line Worker 2
Course 4	Electrical Line Worker 3

Masonry (NCCER, OSHA 10)
LMHS

Course 1	Introduction to Construction
Course 2	Masonry 1
Course 3	Masonry 2
Course 4	Masonry 3

Barbering (State Board, OSHA 10)
LMHS

Course 1	Barbering 1
Course 2	Barbering 2
Course 3	Barbering 3
Course 4	Barbering 4

Cosmetology (State Board, OSHA 10)
LMHS

Course 1	Cosmetology 1
Course 2	Cosmetology 2
Course 3	Cosmetology 3
Course 4	Cosmetology 4

Culinary Arts (ServSafe)
LMHS

Course 1	Introduction to Culinary Arts
Course 2	Culinary Arts 1
Course 3	Culinary Arts 2

Automotive Technology (SP2, ASE)
LMHS

Course 1	Automotive Technology 1
Course 2	Automotive Technology 2
Course 3	Automotive Technology 3
Course 4	Automotive Technology 4

Engineering (PLTW)
(LMHS)

Course 1	Engineering Essentials
Course 2	Introduction to Engineering
Course 3	Principals of Engineering
Course 4	Engineering Design and Development

Sports Medicine (CPR, First Aid)
(LMHS)

Course 1	Medical Terminology
Course 2	Sports Medicine 1
Course 3	Sports Medicine 2
Course 4	Sports Medicine 3

Introduction to Manufacturing Technology (MSSC, OSHA 10, NCCER)
(LMHS)

Course 1	
Course 2	
Course 3	
Course 4	

The Technology Center

Building Construction
(TTC)

Course 1	Building Construction 1
Course 2	Building Construction Cluster 2
Course 3	Building Construction Cluster 3
Course 4	Building Construction Cluster 4

Digital Art and Design
(TTC)

Course 1	Digital Art and Design 1
Course 2	Digital Art and Design 2
Course 3	Digital Art and Design 3
Course 4	Digital Art and Design 4

Media Technology
(TTC)

Course 1	Media Technology 1
Course 2	Media Technology 2
Course 3	Media Technology 3
Course 4	Media Technology 4

Health Science
(TTC)

Course 1	Health Science 1
Course 2	Health Science 2
Course 3	Medical Terminology or Health Science 3

Family and Consumer Sciences
(TTC)

Course 1	Family Life Education
Course 2	Parenting Education
Optional Courses	Culinary Arts Management 1, Early Childhood Education 1, Introduction to Culinary Arts Management, Intro to Early Childhood, Introduction to Teaching 1, Personal Finance, Family and Consumer Sciences, Education Psychology, Experiencing Education, Work-based credit

Culinary Arts
(TTC)

Course 1	Culinary Arts Management 1
Course 2	Culinary Arts Management 2
Optional Courses	Introduction to Culinary Arts Management, Entrepreneurship, Accounting 1

Sports Medicine
(TTC)

Course 1	Sports Medicine 1
Course 2	Sports Medicine 2
Course 3	Medical Terminology
Optional Courses	Health Science Internship-work-based, Sports Medicine Internship, work-based
Courses	Pharmacology for Medical Careers

Early Childhood Education
(TTC)

Course 1	Introduction to Early Childhood 1 (Optional)
Course 2	Early Childhood Education 1
Course 3	Early Childhood Education 2
Optional Courses	Digital Workplace Application, Entrepreneurship, Parenting Ed. 1, Introduction to Teaching, Family Life Education 1, Educational Psychology, Experience in Education, Health Science 1

Computer and Information Systems Security/Information Assurance
(TTC)

Course 1	Cyber Security Fundamentals
Course 2	Advanced Cyber Security
Optional Courses	Fundamentals of Computing Networking Fundamentals

Information Support Services
(TTC)

Course 1	Computer Repair and Service
Course 2	Advanced Computer Repair and Service
Optional Courses	Entrepreneurship, Fundamentals of Computing, Cyber Security Fundamentals, Advanced Cyber Security, Game Design and Development, Intro to Computer Programming, Intermediate Computer Programming

Programming and Software Development
(TTC)

Course 1	Intro Computer Programing
Course 2	Intermediate Computer Programing
Optional Courses	Entrepreneurship, Fundamentals of Computing, Cyber Security Fundamentals, Advanced Cyber Security, Game Design and Development

Automotive Technology
(TTC)

Course 1	Automotive Technology 1
Course 2	Automotive Technology 2
Course 3	Automotive Technology 3
Course 4	Automotive Technology 4

Accounting
(TTC)

Course 1	Accounting 1
Course 2	Accounting 2
Optional Courses	Personal Finance, Entrepreneurship, Integrated Business App 1, Business Data Applications, Business Law, Business Principles and Management, Digital Workplace Applications, Professional and Leadership Development

Law Enforcement Services
(TTC)

Course 1	Introduction to Law, Public Safety, Corrections and Security
Course 2	Law Enforcement Services 1
Course 3	Law Enforcement Services 2
Course 4	

Cosmetology
(TTC)

Course 1	Cosmetology 1
Course 2	Cosmetology 2
Course 3	Cosmetology 3
Course 4	Cosmetology 4
Optional Courses	Human Services Internship, work-based

Introduction to Teaching

Course 1	Introduction to Teaching 1
Course 2	Introduction to Teaching 2
Optional Courses	Digital Workplace Applications, Early Childhood Education 1, Entrepreneurship, Family Life Education, Health Science 1, Introduction to Early Childhood, Parenting Education

Administrative Services
(TTC)

Course 1	Administrative Support Technology
Course 2	Digital Workplace Applications
Optional Courses	Accounting 1, Business Data Applications, Business Law, Entrepreneurship, Digital Publication Design, Image Editing

Human Resources Management
(TTC)

Course 1	Business Law
Course 2	Fundamentals of Human Resource Management
Optional Courses	Business Data Applications, Business Principles & Management, Digital

	Workplace Applications, Publication, Entrepreneurship, Business, Management, & Administration, WBC

General Management
(TTC)

Course 1	Accounting 1
Course 2	Entrepreneurship
Optional Courses	Accounting 2 Business Data Applications Business Law Business Principles and Management Digital Workplace Applications Fundamentals of Human Resource Management Business, Management, and Administration, WBC

Engineering (PLTW)
(TTC)

Course 1	Introduction to Engineering
Course 2	Principals of Engineering
Course 3	DE: Fundamentals of CAD
Course 4	DE: Engineering Tech Applications and Programming

Cope Area Career Center

Welding Technology - Cluster of Manufacturing
(CACC)

Course 1	Welding 1
Course 2	Welding 2
Course 3	Welding 3
Course 4	Welding 4

Health Science Technology
(CACC)

Course 1	Health Science 1
Course 2	Medical Terminology
Course 3	Health Science 2
Course 4	Health Science 3
Course 5	Health Science Clinical Study

Human Services
(CACC)

Course 1	Cosmetology 1
Course 2	Cosmetology 2
Course 3	Cosmetology 3
Course 4	Cosmetology 4

Law, Public Safety and Security
(CACC)

Course 1	Law Enforcement Services 1
Course 2	Law Enforcement Services 2

Science, Technology, Engineering and Mathematics
(CACC)

Course 1	Introduction to Engineering Design
Course 2	Principals of Engineering
Course 3	Computer Integrated Manufacturing
Course 4	Civil Engineering and Architecture

Transportation
(CACC)

Course 1	Automotive Technology 1

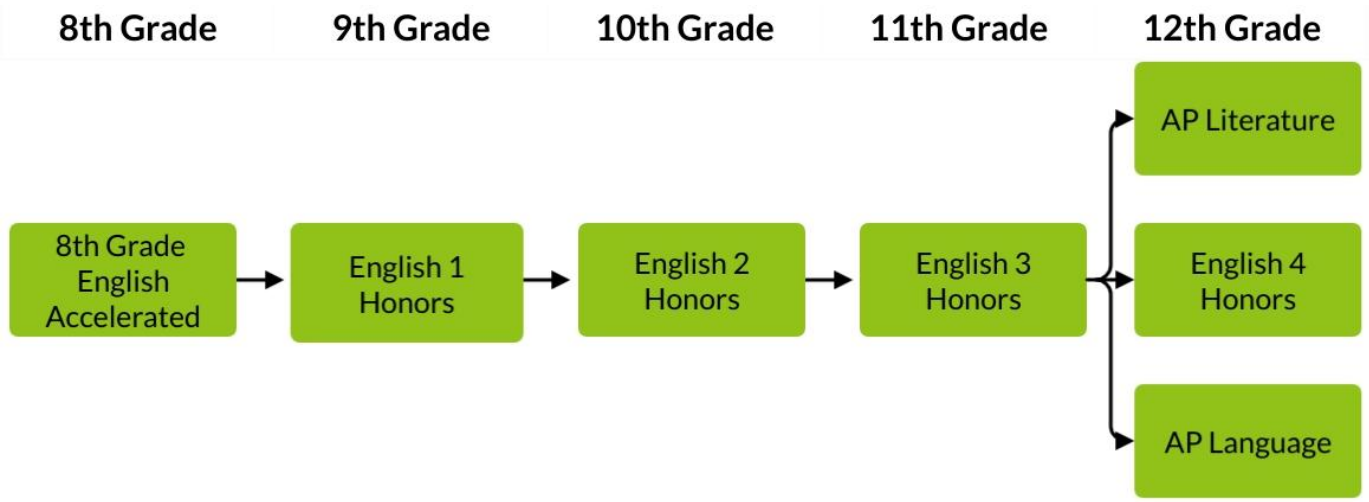
Course 2	Automotive Technology 2
Course 3	Automotive Technology 3
Course 4	Automotive Technology 4
Optional Courses	Small Engine Repair, Introduction to Commercial Truck Driving (Permit) CDL

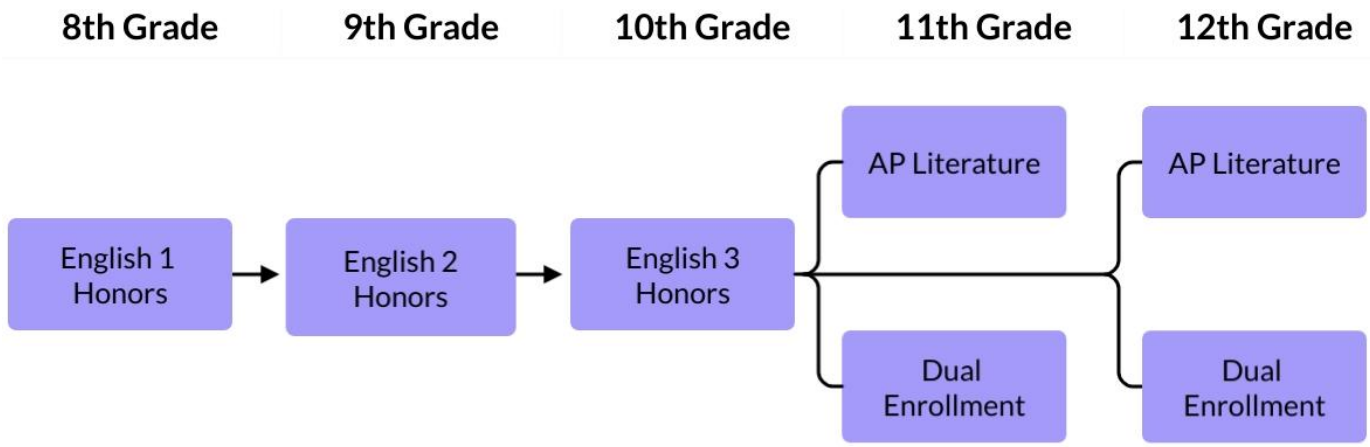
Education and Training (CACC)

Course 1	Early Childhood Education 1
Course 2	Early Childhood Education 2
Optional Courses	Teacher Cadet

Progression Charts- ELA



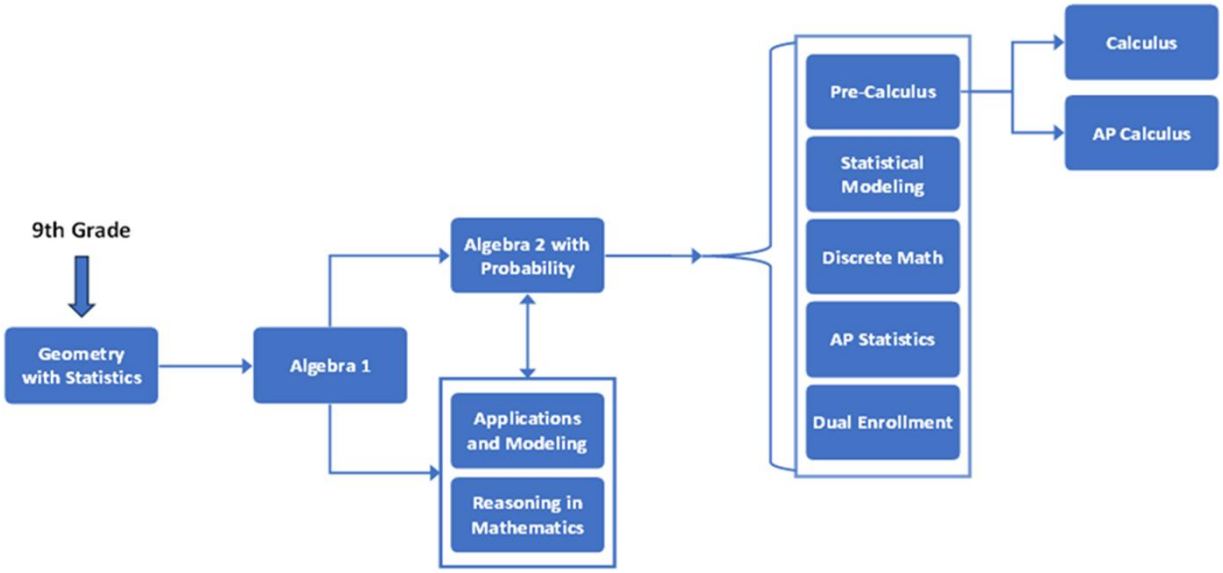




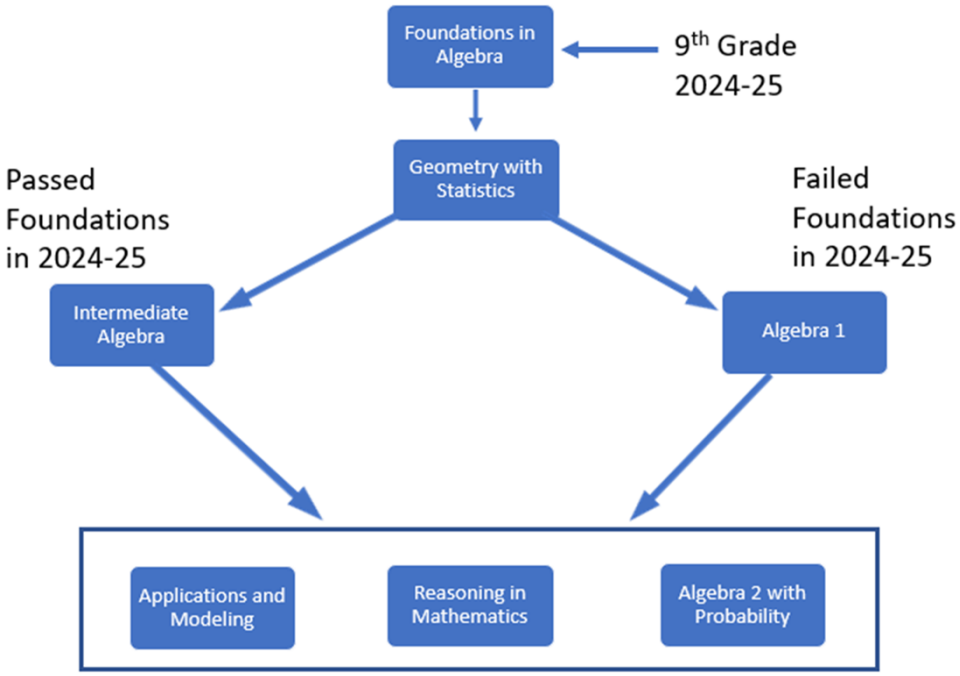
In grades 10 - 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference

Math Progressions beginning with the 25-26 school year.

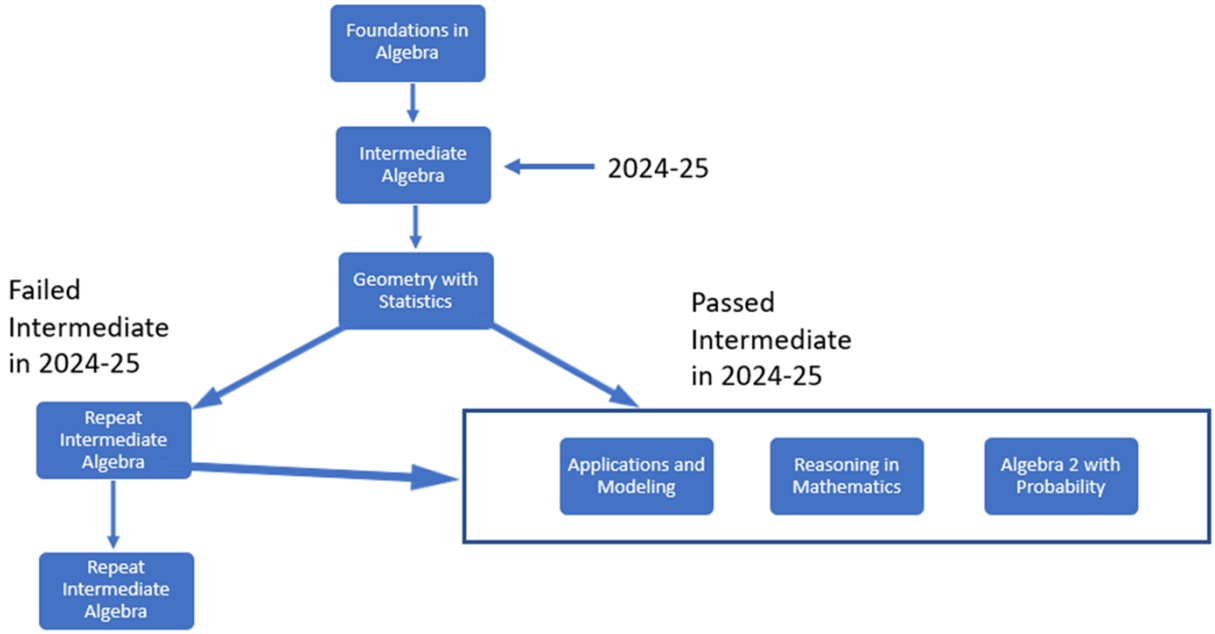
High School Course Pathway



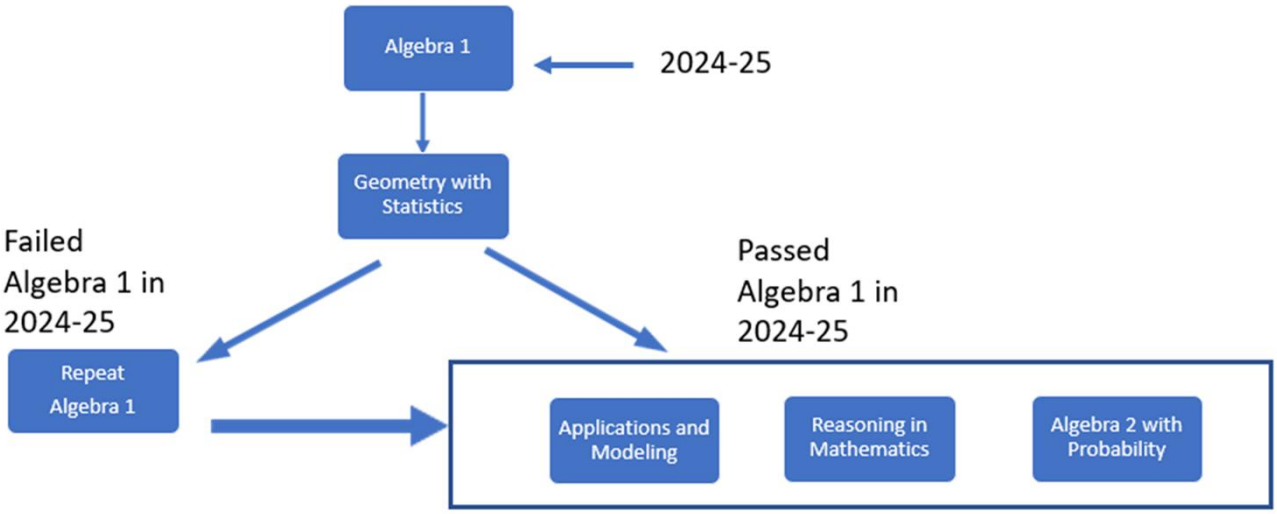
Students Taking Foundations in 2024-25



Students Taking Intermediate Algebra in 2024-25



Students Taking Algebra 1 in 2024-25



Progression Charts- Science

9th Grade	10th Grade	11th Grade	12th Grade
Physical Science Honors	Biology Honors- 1st Sem.	Chemistry Honors	Physics Honors and/or Anatomy & Physiology
Physical Science	Integrated Science- 1st. Sem. Biology CP- 2nd. Sem.	Chemistry or Earth Science	Physics and/or Anatomy & Physiology

Progression Charts- Social Studies

9th Grade	10th Grade	11th Grade	12th Grade
Human Geography Honors Human Geography AP	Human Geography AP Modern World History AP European History AP	US History & Constitution AP	Economics and Personal Finance Honors Government Honors US Government AP
Human Geography CP	**Modern World History CP**	**US History and Constitution CP**	**US Government CP and Economics and Personal Finance CP**