RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER

Richland One
Middle School & High School
Course Catalog
2026 – 2027

V.2

March 27, 2026

This course catalog is provided as information for students, parents, and District staff who are involved in planning program studies for students. The District does not warrant that this course catalog is free of errors or omissions. The District reserves the right to correct errors or omissions in this catalog at the time the errors or omissions are discovered and to adjust school and student records, including grade reports, transcripts, and the calculation of student grade point averages and ranks in class, to reflect those corrections. Use of this course catalog does not create or constitute a contract between any user and the District. *January 30, 2024*

Changes to the Document by Date

Winter 2026 Revisions (bold indicates corrections from February 25, 2026 version)

Link to SCDE Course Code Database

Date	Description of Change
11/13/2025	**Updated district contacts**
11/13/2025	**Correct misc. spelling and grammatical errors**
11/13/2026	**Updated NCAA links and information**
2/23/2026	Updated course titles for Art Beginning (15016000 / 15016100), Art Intermediate (25010100 / 25017100), and Art Advanced (25080300 / 25018300)
2/23/2026	Updated course titles for World Music 1 (458401CW) and World Music 2 (459972CW)
2/23/2026	Updated course codes for Dance Exploratory – Grade 6: 15256000 (Semester), 15256100 (9 weeks); Grade 7: 25257000 (Semester), 25257100 (9 weeks); Grade 8: 25278000 (Semester), 25278100 (9 weeks)
2/23/2026	Updated course codes for Theater Exploratory – Grade 6: 15210600 (Semester), 15211600 (9 weeks); Grade 7: 25210700 (Semester), 25211700 (9 weeks); Grade 8: 25220800 (Semester), 25221800 (9 weeks)
2/23/2026	Removed Technical Theatre – ½ credit course **(452500CH)**
2/23/2026	Updated course title for Technical Theater 1 **(452500CW)**
2/23/2026	Updated course title for Ceramic 1 **(456100CW)** and Ceramic 2 **(456200CW)**
2/23/2026	Added Advanced Placement Latin Literature (367700AW)
2/23/2026	Updated course descriptions for IB Environmental Systems and Societies SL-1 **(3326B001IW),** SL-2 **(326A00IW),** IB U.S. History of the Americas HL (**336D01IW**), IB History of the Americas HL **(336C02IW)**, and IB Dance HL 1 **(450B00IW)** & HL 2 **(450D00IW)**
2/23/2026	Updated course titles for Advanced Placement French Language **(367100AW)** and Advanced Placement German Language **(367300AW)**
2/23/2026	Updated course descriptions for Multilingual Learner Program 1 (308401CW) and Multilingual Learner Program Literacy (308500CW)
2/23/2026	Updated course prerequisites for Multilingual Learner Program 1 (308401CW) and Multilingual Learner Program Literacy (308500CW)
2/23/2026	Updated course titles for Emergency Medical Services **(531001CD)**, Commercial Driver's License **(631800CW)**, Advanced Personal Finance **(513100CW)**, Foundations of Healthcare Professionals **(555000CW)**, Advanced Health Care Applications **(555100CW)**, and Medical Terminology **(554000CW)**
2/23/2026	Added Law Enforcement Services 2 **(651100CW)**
2/23/2026	Updated Appendix D: Future Ready – CTE Clusters and Majors
2/23/2026	Added ML Program Progression Chart to Appendix A
2/23/2026	Added Appendix F Crosswalk from Old (16) Career Cluster Framework to Modernized (14) Career Cluster Framework
2/23/2026	Removed Appendix J 7 Point Grading Scale
2/23/2026	Added Appendix K ML Proficiency
2/23/2026	Removed Appendix F Clusters of Study: CCR Majors and Non-CCR Major
2/23/2026	Updated Appendices order to reflect additions and deletions

2/23/2026	Updated course descriptions for Advanced Personal Finance **(513100CW),** Personal Finance **(514100CH)**, Foundations of Healthcare Professionals **(555000CW)**, and Medical Terminology **(554000CW)**, and Advanced Health Care Applications **(555100CW)**
2/23/2026	Updated course codes for Algebra 1 (411400CW / 411400HW) and Geometry with Statistics (412200CW / 412200HW)
2/23/2026	Updated "Courses Carrying Carnegie Credits" section
2/23/2026	Updated "Seventh and Eighth Grade Students Earning High School Credit" section
2/23/2026	Updated course prerequisites for Discrete Mathematics (414200CW)
2/23/2026	Added AP Chinese Language and Culture (367900AW)
2/23/2026	Added Introduction to Marketing (MKT 101) (671000EW)
2/23/2026	Added Dual Enrollment Professional Development (AOT 133) (811200EW)
2/23/2026	Added Dual Enrollment Contemporary Moral Issues (PHI 115) (935500EW)
2/23/2026	Removed Dual Enrollment Introduction to Psychology (PSY 210)
2/23/2026	Updated Dual Enrollment College Skills (COL 103 / COL 105) (312600EW)
2/23/2026	Updated Dual Enrollment General Psychology (PSY 201) **(337100EW)**
2/23/2026	Removed Strategies for Reading and Writing 1& 2 (309911CH / 309911CW / 309912CH / 309912CW) - LBA Obsolete
2/23/2026	Added Introduction to Logistics (619100CW) and Functional Area in Logistics (619200CW)
2/23/2026	Removed Army JROTC 5; Army JROTC 6; Army JROTC 7; Army JROTC 8 (375500CW / 375600CW / 375700CW / 375800CW)
2/23/2026	Removed Navy JROTC 5; Navy JROTC 6; Navy JROTC 7; Navy JROTC 8 (375500CW / 375600CW / 375700CW /375800CW)
2/23/2026	Removed Air Force JROTC 5; Air Force JROTC 6; Air Force JROTC 7; Air Force JROTC 8 (375500CW / 375600CW / 375700CW / 375800CW)
2/23/2026	Added Army Military Science 1 (658502CW), Air Force Military Science 1 (658501CW) & Navy Military Science 1 (658505CW)
2/23/2026	Added Army Military Science 2 (658602CW), Air Force Military Science 2 (658601CW) & Navy Military Science 2 (658605CW)
2/23/2026	Added Army Military Science 3 (658702CW), Air Force Military Science 3 (658701CW) & Navy Military Science 3 (658705CW)
2/23/2026	Added Army Military Science 4 (658702CW), Air Force Military Science 4 (658701CW) & Navy Military Science 4 (658705CW)
2/23/2026	Added Army Internship, WBL (658902CW), Air Force Internship, WBL (658901CW) & Navy Internship, WBL (658905CW)
2/23/2026	Corrected ROTC course codes to align with PowerSchool
2/23/2026	Removed Art: Accelerated 7 (25010500, 25017500) and Art: Accelerated 8 (25080700, 25018500)

Spring 2025 Revisions

Date	Description of Change
5/15/2025	Changed Appendix L: Proficiency-based Placement for World Languages Courses
5/15/2025	Added German 5 Honors (362500HW)
5/22/2025	Added Dual Enrollment Teacher Cadet II Educational Psychology (639100EW)
5/22/2025	Added Dual Enrollment African American Literature. (Eng 236) (362500HW)
5/22/2025	Removed Advanced Placement African American History (AC Flora)
5/22/2025	Added Dual Enrollment Public Speaking (MTC) (205) (304500EW)
5/22/2025	Added IB Math Applications and Interpretations HL 1 (312A00IW)
5/22/2025	Added IB Math Applications and Interpretations HL 2 (312B00IW)
5/22/2025	Updated high school science prerequisites to reflect new mathematics course progressions
5/23/2025	Updated ACT Language Arts Preparation, ACT Math Preparation (401200CH and 401201CW), SAT Preparation – Verbal (415000CH, 415001CW), SAT Preparation (401100CH and 401101CW)
5/23/2025	Changed course title Reading Lab-Level 1 to Reading Lab, updated course description and eligibility Grade 6 (17994100), Grade 7 (27994100), Grade 8 (27994200)
5/23/2025	Removed Reading Lab - Level 2 Grade 7 (27993100) and Grade 8 (27993200)

5/23/2025	Removed Student Support Reading (10266300, 20267300 and20268300)
5/23/2025	Changed course title Critical Reading 1 and Critical Reading 2 to Reading Seminar 1 and Reading Seminar 2 (309931CW, 309932CW)
5/23/2025	Added 0.5 credit option for Strategies or Reading and Writing 2 (309912CH)
5/23/2025	Removed Reading Interventions Lab (309903CW, 309904CW, 309903CH, 309904CH)
5/23/2025	Updated course descriptions AP United States History (337200AW), AP Macroeconomics (337400AW), AP Microeconomics (337500AW), IB US History of the Americas HL (336D01IW)
5/23/2025	Updated course perquisites and descriptions for high school Multilingual Learning Program courses.
5/23/2025	Updated middle school mathematics course descriptions (1110600, 11106100, 11106800, 21107000, 21107100, 21108000)
5/23/2025	Added Geometry with Statistics Honors Grade 7 (412207HW) and Grade 8 (4412208HW)
5/23/2025	Removed Algebra 1 Honors Grade 7 (411407HW)
5/23/2025	Update Mathematics Practice Lab title to Mathematical Assistance to align with SCDE; Course code Grade 6 (11016300), Grade 7 (21017300), Grade 8 (21018300)
5/23/2025	Removed middle school SAT Mathematic (27998900)
5/23/2025	Updated high school mathematics course descriptions and prerequisites
5/23/2025	Removed Algebra 3 (411300CW)
5/23/2025	Removed Probability and Statistics (414100CW)
5/23/2025	Removed Mathematics Seminar 1 and Mathematics Seminar 2 (319941CW, 319942CW)
5/23/2025	Added note about 2025 – 2026 mathematics standards, course descriptions, course titles, and course code changes.
5/23/2025	Changed Geometry/Geometry Honors to Geometry with Statistics/Geometry with Statistics Honors (412200CW, 412200HW)
5/23/2025	Changed Algebra 2/Algebra 2 Honors to Algebra 2 with Probability / Algebra 2 with Probability Honors (411500CW, 411500HW)
5/23/2025	Added Applications and Modeling (411900CW)
5/23/2025	Added Reasoning in Mathematics (411800CW)
5/23/2025	Statistical Modeling (412000CW)
5/26/2025	Changed title Strategies for Mathematics 1 and Strategies for Mathematics 2 titles to Strategies for Algebra 1 and Strategies for Geometry with Statistics (319912CW, 319903CW)
5/26/2025	Added Dual Enrollment Precalculus (MAT 112) (Keenan) (414400E)

Revised

03.27.2026

DISTRICT INFORMATION

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

Board of School Commissioners
Dr. Aaron Bishop, Commissioner, (803) 231-6984
Ms. Angela Clyburn, Commissioner, (803) 231-7562
Mr. Jamie L. Devine, Commissioner, (803) 231-6985
Mr. Robert Lominack, Chairman, (803) 231-7561
Dr. Richard Moore, Parliamentarian, (803) 231-7561
Ms. Barbara F. Weston, Vice-Chair, (803) 231-6986
Dr. Ericka Hursey, Sec-Treasurer, (803) 231-6981

Superintendent
Todd A. Walker, J.D., Ph.D. (803) 231-7500

Middle Schools

Alcorn Middle School
5125 Fairfield Rd.
Columbia, SC 29203
Telephone (803) 735-3439
Fax (803) 735-3487
Kreshella K. Goodman, Principal

Crayton Middle School
5000 Clemson Ave.
Columbia, SC 29206
Telephone (803) 738-7224
Fax (803) 738-7901
Angela Burns, Principal

Hand Middle School
2600 Wheat St.
Columbia, SC 29205
Telephone (803) 343-2947
Fax (803) 733-6173
Dr. Patrice T. Green, Principal

Heyward Gibbes Middle School
500 Summerlea Drive
Columbia, SC 29203
Telephone (803) 343-2942
Fax (803) 733-3040
Dr. Gregory T. Pickett, Principal

Hopkins Middle School
1601 Clarkson Rd.
Hopkins, SC 29061
Telephone (803) 695-3331
Fax (803) 695-3320
Alexandria Williams, Prinicpal

W.A. Perry Middle School
2600 Barhamville Rd.
Columbia, SC 29204
Telephone (803) 256-6437
Fax (803) 255-2262
Dr. Robin Coletrain, Principal

St. Andrews Middle School
1231 Bluefield Rd.
Columbia, SC 29210
Telephone (803) 731-8910
Fax (803) 731-8913
Jametta Hodges-Stewart, Principal

W.G. Sanders Middle School
3455 Pinebelt Rd.
Columbia, SC 29204
Telephone (803) 738-7575
Fax (803) 738-7566
Andrenna Smith, Principal

Southeast Middle School
731 Horrell Hill Rd.
Hopkins, SC 29061
Telephone (803) 695-5700
Fax (803) 695-5703
Chaddrick K. Myers, Principal

High Schools and High School Programs

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

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

Columbia High School
1701 Westchester Drive
Columbia, SC 29210
Telephone (803) 731-8950
Fax (803) 731-8953
Dr. Shawn Washington, Principal

Dreher High School
3319 Millwood Avenue
Columbia, SC 29205
Telephone (803) 253-7000
Fax (803) 253-7007
Dr. Joe Eberlin, Principal

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

W.J. Keenan High School
361 Pisgah Church Road
Columbia, SC 29203
Telephone (803) 714-2500
Fax (803) 714-2593
Jabar Hankins, Principal

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

Heyward Career & Technology Center
3560 Lynhaven Drive
Columbia, SC 29204
Telephone (803) 735-3343
Fax (803) 691-4253
Craig Washington, Principal

Olympia Learning Center
621 Bluff Road
Columbia SC 29201
Telephone (803) 400-1650
Fax (803) 400-1700
Bobbie Hartwell Jr., Principal

DISTRICT OVERVIEW

Richland County School District One seeks to offer our students educational opportunities in a personalized environment that promotes learning. The goal of the district is to prepare students for 21st century and life-long learning. In order to accomplish this goal, Richland County School District One provides a challenging and relevant curriculum. The curriculum includes clusters of study, majors and an IGP (Individual Graduation Plan) Success Planner. Clusters of study reflect a broad grouping of occupations and industries that are further defined into career pathways. Career pathways include a number of majors, which are designed to focus on an area of interest. Students are never locked into a specific cluster, pathway, or major. An IGP Success Planner is designed in consideration of success with prior coursework, assessments, and teacher recommendations in mind.

MISSION STATEMENT

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

STRATEGIC OBJECTIVES

- Students will master numeracy and literacy skills.
- Students will demonstrate higher order thinking, social skills, and character traits necessary to be contributing citizens in a global society.
- As life-long learners, students will be empowered to continue exploring their interests and passions.

Table of Contents

8	General Information
8	South Carolina High School Diploma Requirements
9	South Carolina Department of Education Diploma Pathways Seals of Distinction
9	Special Education Services – Specialized Instruction and Related Services
10	South Carolina Employability Certificate Requirements
10	Commencement Exercises
10	Grade Classification
10	Honors Graduates
11	High School Scholars Diploma Pathway
11	Academic All-Star
11	Interscholastic Activities
12	Honors Courses
12	Dual Enrollment Courses
12	Advanced Placement and International Baccalaureate Courses
13	End-of-Course Examination Program (EOCEP) Courses
13	Richland One Secondary Virtual School Program
13	VirtualSC
13	Grading Policy
13	Courses Carrying Carnegie Credits
14	Computing Grade Point Averages
14	Converting Grades on Transcripts
14	Pass (P)/Fail (F) Grades
15	Local Board Approved Courses
15	Auditing a Course
15	Non-Accredited School Grades
15	International Grades
15	Withdrawing From a Course
15	Excessive Absences (Failure Due to Absences)
16	Level Changes
16	Retaking a Course
16	Credit Recovery Courses
17	Credit Recovery Courses with EOCEPs
17	Content Recovery
17	Guidelines for Registering
17	Availability of Classes
17	Attendance/Denial of Credit
18	Notes for Absences
18	Incompletes
18	Early Graduation
18	Late Arrival/Early Dismissal
18	Schedule Change Request
18	Seventh and Eighth Grade Students Earning High School Credit
19	High School Alternative Programs
19	The NCAA and NCAA Eligibility Center

21	NAIA and NAIA Eligibility Center
21	College and Career Readiness Testing
21	Beyond High School
22	Choosing the Right College
22	Educational Lottery Scholarships
23	Extended Learning Opportunities
24	College Prerequisite Courses and Other Requirements for South Carolina
24	Curriculum Framework
24	Framework Design
27	Clusters and Majors
29	IGP Success Planner
29	Middle School Course Numbers and Tags
29	Middle School Course Descriptions
30	Middle School English/Language Arts Course Offerings
32	Middle School Multilingual Learner Programs
34	Middle School Mathematics Course Offerings
37	Middle School Science Course Offerings
39	Middle School Social Studies Course Offerings
42	Middle School World Language Course Offerings
43	Middle School Health and Physical Education Course Offerings
46	Middle School Visual and Performing Arts Course Offerings
52	Middle School CTE and STEM Course Offerings
57	Middle School Related Academics Course Offerings
59	High School Credits / Carnegie Units Available for Middle School Students
63	High School Course Numbers and Tags
63	High School Course Descriptions
64	High School English/Language Arts Course Offerings
71	High School Multilingual Learner Programs
74	High School Mathematics Course Offerings
79	High School Science Course Offerings
85	High School Social Studies Course Offerings
91	High School World Language Course Offerings
101	High School Physical Education Course Offerings
104	High School Health Education Course Offerings
105	High School JROTC Course Offerings
110	High School Visual and Performing Arts Course Offerings
121	High School General Electives
124	High School Advanced Placement Course Offerings
133	High School Dual Enrollment Course Offerings
144	High School International Baccalaureate (IB) Course Offerings
170	High School Career and Technology Education General Electives (School-Based)
197	Heyward Career and Technology Center Electives
222	**APPENDICES**
	Appendix A: Curriculum Progression Charts

	Appendix B: High School Courses to Meet the Computer Science Graduation Requirement
	Appendix D: Future Ready: CTE Clusters and Majors
	Appendix E: CTE Curriculum Framework
	Appendix F: Clusters of Study: CCR Majors and Non-CCR Majors
	Appendix G: College Planning Checklist
	Appendix H: South Carolina Scholarship and Grant Programs
	Appendix I: Ten-Point SC Uniform Grading Scale
	Appendix J: SCDE Diploma Pathways Seals of Distinction Overview
	Appendix K: Proficiency Appendix L Other

GENERAL INFORMATION

SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

To be eligible to receive a South Carolina 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:

Freshman entering before 2023 – 2024

English	4 credits
Mathematics	4 credits
Science	3 credits
U.S History	1 credit
Economics	.5 credit
Government	.5 credit
Other Social Studies	1 credit
Physical Education or Junior ROTC or Marching Band with PE	1 credit
Computer Science	1 credit
World Language or Career Technology Elective	1 credit
Personal Health and Wellness	.5 credit
Electives	6.5 credits
TOTAL	**24 credits**

Beginning with freshman entering 2023-2024

English	4 credits
Mathematics	4 credits
Science	3 credits
U.S History	1 credit
Economics	.5 credit
Government	.5 credit
Other Social Studies	1 credit
Physical Education or Junior ROTC or Marching Band with PE	1 credit
Computer Science	1 credit
World Language or Career Technology Elective	1 credit
Personal Finance	.5 credit
Personal Health and Wellness	.5 credit
Electives	6 credits
TOTAL	**24 credits**

- All students must take End-of-Course Examinations in order to meet graduation requirements set by the State Board of Education.
- Beginning with the entering freshman class of 2023–24, students will be required to complete a one-half credit in financial literacy to earn a South Carolina High School Diploma.
- 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 Technical Education requirements.
- All students must meet the minimum graduation requirement of one world language or one credit in Career and Technical Education (CTE). All students planning to attend a four-year college or university are required to take two credits of the same world language. Some colleges or universities require three credits of the same world language.
- A half credit of study that meets the Comprehensive Health Education requirements must include a course completed in Personal Health and Wellness (340200CH).
- One credit 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.
- 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.

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.

SPECIAL SERVICES
SPECIALIZED INSTRUCTION AND RELATED SERVICES

Special services is open to students who have exceptional learning needs and have an active Individualized Educational Program (IEP). A number of special services programs are available in Richland County School District One. The prerequisite for all Special services courses is that students qualify for special services under the Federal Individual with Disabilities Education Act (IDEA) and have a current Individual Educational Program (IEP). Special Services Classes are designed to meet the unique educational needs of students who meet state eligibility criteria for special services and need special services which cannot be provided by the general program alone. Students in the Resource/Inclusion Service Models spend most of their day in general education classes. This service model provides an individualized program with accommodations according to the goals and objectives defined in each student's current IEP. Students enrolled in Resource/Inclusion classes and general education classes will be working towards meeting the South Carolina High School Diploma requirements. Students in the Self-Contained Service Models spend most of their day in special services classes. This service model provides an individualized program with accommodations and modifications according to the goals and objectives defined in each student's current IEP. Students enrolled in this service model will be working towards meeting the South Carolina High School Credential requirements. ***School-based staff should reference the Office of Special Services Master Course Catalog Supplement to identify the appropriate course codes.***

SPECIAL SERVICES
SOUTH CAROLINA HIGH SCHOOL EMPLOYABILITY CREDENTIAL

The South Carolina High School 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).

Given the varying levels of student achievement, as well as the inability to complete the required high school diploma coursework, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community.

Therefore, the South Carolina High School Credential provides job-readiness opportunities for students, ensures they have evidence of employability skills, and honors the work they have undertaken in high school. Students eligible for the South Carolina High School Employability Credential spend most of their day in special education classes. The South Carolina High School Employability Credential is not a diploma.

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

- English Language Arts courses 4 units
- Mathematics courses 4 units
- Science courses 2 units
- Social Studies courses 2 units
- Employability Education courses 4 units
- PE/Health course (or equivalent) 1 unit
- Technology course 1 unit
- Electives courses 6 units

In addition to completing the 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 post-secondary 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.

Multilingual Learner Pathways to Graduation

Multilingual Learners (MLs) are identified as students who have a language other than English indicated on their home language survey. They can be divided into two groups- those who have an English proficiency that allows for supplemental English language development (ELD) and those who are within 4 years of scoring to exit ELD and, yet, remain monitored. Richland One is committed to providing equal opportunities for MLs to access the same curriculum and activities as English-only students.

MLs are served primarily through the same content courses as other students. Richland One recognizes that within those courses, students are acquiring academic English, and that academic English is the foundation for ML success as they become college and career ready. In addition to access to the core curriculum, MLs who are ELD eligible are assigned ML programs based on the SCDE approved program service delivery models. These models, at the secondary level, primarily include scheduled Multilingual Learner Program (MLP)/ ELD courses for which guidance is included under English Language Arts sections below for both middle and high schools.

MLP courses supplement ML's access to core content and are designed to meet specific needs of a diverse group of learners as they progress towards graduation. As such, MLs should never be placed into MLP courses without intentional consideration of the student's age, grade, English proficiency level, and other key data points. Guidance regarding this placement is provided by the MLP Specialists at each school and/or the office of the district MLP Coordinator. Appendix A of this Master Course Catalogue also has an ML Program Progression Chart that illustrates the complexity of high school MLP courses. Scheduling of MLs should strictly adhere to the guidance associated with each MLP course as a matter of federal and state compliance and accountability.

COMMENCEMENT EXERCISES

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

GRADE CLASSIFICATION

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

GRADE 9

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

GRADE 10

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

English 1	1 credit
Mathematics	1 credit
Additional Credits	4 credits

GRADE 11

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

English 1 and 2	2 credits
Mathematics	2 credits
Science	1 credit
Social Studies	1 credit
Additional Credits	6 credits

GRADE 12

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

English 1, 2, and 3	3 credits
Mathematics	3 credits
Science	2 credits
Social Studies	2 credits
Additional Credits	8 credits

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

HONOR GRADUATES

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

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

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

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, IW, or EW courses must be maintained throughout their high school experience. No grade below a "C" will be accepted. When computing the GPA for High School Scholars, HW, AW, IW or EW will be given the same weight towards the 20-credit requirement (4 English, 4 Math, 4 Science, 4 Social Studies, and 3 World Languages). One credit of PE/JROTC/Marching Band, along with 10 credits 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. All High School Scholars are automatically named Academic All-Stars. 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. Please see Appendix L for seal requirements.

ACADEMIC ALL-STAR

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

INTERSCHOLASTIC ACTIVITIES

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

A student must not have received a high school diploma 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.

Specific requirements for academic eligibility are as follows:

1. To participate in interscholastic activities, students in grades six through twelve must have a 2.00 Grade Point Average (GPA/70) in all courses in which the student was enrolled in the proceeding semester.
2. Students must satisfy eligibility requirements in the semester preceding participation.
   a. First semester eligibility is determined by using the final grades earned during the previous year.
   b. Credits earned in a summer school approved by the South Carolina Department of Education may apply to first semester eligibility. A maximum of two courses per year may be used.
   c. Second semester eligibility is determined by using first semester grades.
3. Special services students:
   a. A student identified as having 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 credit of credit or its equivalent is awarded on a yearly basis or one-half credit of credit, or its equivalent is awarded on a semester

basis. If more than one unit of credit is awarded on a yearly basis in a particular course, this subject shall count as more than one course.

b. Academic Course — those courses of instruction for which credit toward high school graduation is given. These may include required courses or approved electives.
c. Required Courses — courses specifically mandated for a high school diploma. Credit courses used for eligibility purposes must be courses that are applicable as credit toward a South Carolina High School Diploma. A student may also use college credit courses provided the student has met or is meeting all requirements for graduation.

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

HONORS COURSES

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

Honors courses may be offered in English Language Arts, Mathematics, Science, and Social Studies. Honors weighting is one half of a quality point (.5) higher in weighting than college preparatory (CP) courses. Honors weighting may be designated in other content areas for the third and fourth level of the courses, provided that the courses meet the standard criteria for an honor level course. 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.

DUAL ENROLLMENT COURSES

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 credits 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 credit for high school credit and college credit. **Only courses that have been approved will be considered dual credit and applied to the high school transcript. Any college course not following this protocol will be purely academic enrichment and will not be added to the high school transcript. See your school counselor for more information related to your specific case.** Students taking approved 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 weight above CP pending the district's articulation agreement with the institution. All dual enrollment courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual enrollment courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual enrollment course to match South Carolina's process when they transcribe the course.

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSES

The following criteria apply to the College Board's Advanced Placement (AP) courses and International Baccalaureate (IB) courses, which include those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school

that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency: the New England Association of Colleges and Schools, the Middle States Association of Colleges and Schools, the Southern Association of Colleges and Schools, the Western Association of Colleges and Schools, or the Northwest Association of Colleges and School (as specified in State Board Regulation 43-273, Transfers and Withdrawals).

- Seminar of support courses for AP or IB may be weighted as honors but not as AP or IB courses and must have their own curriculum that follows the honors framework.
- An AP course can carry only one credit with one quality point above CP weighting.

- A standard-level (SL) IB course can carry only one credit with one quality point above CP weighting. However, two credits of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum 240 hours of instruction. Each credit can earn one quality point above CP weighting.

- Students must be enrolled in the AP or IB class to be eligible to take the exam. IB students may elect to take the equivalent AP exam with prior approval from the IB Coordinator; however, the student may be required to pay the AP exam fee. Students who miss an AP or IB exam will be held responsible for the exam fee.

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, and U.S. History and the Constitution. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses.

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

RICHLAND ONE
SECONDARY VIRTUAL SCHOOL PROGRAM

The Richland One Secondary Virtual School Program is a year-long program for students in grades 6-12. Students must be enrolled in their zoned/assigned district school. Students already enrolled in the program will have the option to remain in the program if they have demonstrated academic success in the previous school year (with grades of C or better in all courses) or exit the program and return back to their zone/assigned district school. The program accepts students based on available slots. Students are required to report, in person, for a minimum of two hours weekly to receive face-to-face instruction/support. Additional hours (up to 10 hours) per week may be required, if deemed necessary, by the instructor or program coordinator. The program follows the district's school year calendar. Teacher workdays/student holidays are followed according to the district's annual calendar. Students are able to participate in afterschool extracurricular activities/sports at their homeschool if they meet program eligibility requirements. Student grading is in accordance with district grading procedures and the SC State Uniform Grading Policy. Assessments, as required by the state and/or district, must be administered, and students are required to report in person. If assessments require in-person attendance, parents are notified of specific times for students to come in for assessment administration, and all safety protocols are followed. Students are required to login to each class daily and work on class assignments for the time allowed for face-to-face classes to meet attendance requirements. Example: If a class meets for 45 minutes, the student must work on assignments in that class for up to 45 minutes. If a class meets for 90 minutes, the student must work on assignments for up to 90 minutes. Transportation is not provided for the Richland One Secondary Virtual Program.

VIRTUALSC

VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 7-12 and Adult Education Programs. VirtualSC offers rigorous online courses aligned to state standards that are developed and taught by highly qualified, SC licensed teachers. VirtualSC partners with schools to provide an individualized online learning solution for students on the path to high school graduation. Students should contact their school counselor for an information packet and then visit https://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. Credit bearing courses completed prior to August 15, 2016, will be awarded quality points based on the 7-point grading scale associated with the weighting of the course.

10 Point Scale	Letter grade	7 Point Scale

90-100	**A**	93-100
80-89	**B**	92-85
70-79	**C**	77-84
60-69	**D**	70-76
0-59	**F**	Below 69

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 HIGH SCHOOL UNITS/CREDITS

The uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying high school credit; including credits earned at the middle or junior high school levels.

All report cards and transcripts will use numerical grades for courses carrying high school credits. Transcripts and reports cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 with Probability Honors, and 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 high school credit courses.

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 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 credits attempted with that answer rounded to 3 decimal places, as shown:

10-Point Scale (2016-present)

STUDENT EXAMPLE

Course Taken	Numeric Average	Quality Points	Credits
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	credits	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 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.

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 50.

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

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

LOCAL BOARD APPROVED COURSES

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

AUDITING A COURSE

Local boards may establish a 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 a 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.

NON-ACCREDITED SCHOOL GRADES

The criteria for accepting transcripts from homeschools are a local decision based on local policy. Districts may consider looking at the homeschool student's transcript with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. 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 international transcripts from international students are a local decision based on local policy. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end-of-course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the

honors weighting. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state Activity Coding System manual, an "elective transfer credit" in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

WITHDRAWING FROM A COURSE

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

The three-, five-, and ten–day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course. Students who withdraw from a course after the specified time of three days for a 45-day course, five days in a 90-day course, or ten days in a 180-day course without administrative approval, shall be assigned a WF/50, and the WF/50 will be calculated in the students 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.

EXCESSIVE ABSENCES (FAILURE DUE TO ABSENCES)

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

LEVEL CHANGES

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

If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Honors Algebra 2 to CP Algebra 2), the weight assigned to the grade shall be the weight for which course is completed; partial weights cannot be assigned. Level changes from CP to Honors course must be completed by the end of the first grading period of a course. See Appendix 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 (Policy IKADD). A student who has taken a course for a credit 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 be shown 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 quarter following the term in which the original course failed.

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

CREDIT RECOVERY COURSES WITH EOCEPS

Students who are taking credit recovery for courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262 before they can receive credit for the course. 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 credit, more than one credit, 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).

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 English is based upon the English course completed at the end of the eighth grade. 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 Biology 1, which is a gateway course that requires completion of the end-of-course examination program (EOCEP); the end-of-course exam counts 20 percent in the calculation of the student's final grade in Biology 1. 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 that cannot be reached.

ATTENDANCE/DENIAL OF CREDIT

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

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

NOTES FOR ABSENCES

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

INCOMPLETES

A grade of "incomplete" (I) cannot be assigned as a final grade for any grade reporting term. 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.

EARLY GRADUATION

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.

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. No preference changes are made after the schedule change deadline. Changes will be made if summer school, credit recovery and/or VirtualSC completion warrant a change.

Additionally, course changes can only be considered under the following conditions:

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

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

SEVENTH AND EIGHTH GRADE STUDENTS EARNING HIGH SCHOOL CREDIT

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

The credits may be earned in the areas of computer science, English 1, Mathematics (Geometry with Statistics, Algebra 1), 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, s/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 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 Geometry with Statistics after having earned credit for a higher-level mathematics course (Algebra 1 and Algebra 2 with Probability).

HIGH SCHOOL ALTERNATIVE PROGRAMS

Sometimes students in high school need a different path to graduation. Whether they are behind or re-taking courses they failed, alternative programs can help them evaluate their options and develop a path that is right for them.

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

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

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

The Richland One Virtual School Program began in the 2017-2018 school year and is designed to address the needs of students with outside interests or responsibilities who would benefit from a non-traditional setting. This program is designed for the highly motivated student who is a self-starter. Participants complete most of their studies virtually and at times of the day/evening most suitable to their schedules. They receive required face-to-face support for a limited number of hours per week at times convenient to them in a non-traditional learning environment in the Waverley Building. Students who complete their coursework successfully and meet requirements for graduation will participate in graduation ceremonies at their home schools.

The Evening High School Program is designed to serve students aged 16-20, interested in obtaining a high school diploma, but due to life circumstances have dropped out of school, are considering dropping out of school, or are unable to attend school during the day.

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 https://web3.ncaa.org/ecwr3/ to register. Students are responsible for ensuring NCAA eligibility.

TEST SCORES

In January 2023, NCAA Divisions I and II adopt legislation to remove standardized test scores from initial-eligibility requirements. Encourage students to check with the NCAA school they plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

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 (https://web3.ncaa.org/ecwr3/) to make certain that courses being taken have been approved as core courses.

Only the best grades from the required number of NCAA core courses will be used. This means that the cumulative GPA listed on the students' high school transcripts could be different than the NCAA core-course GPA used in their certification. Their core-course GPA is based solely on the grades they received in NCAA-approved core courses. To find your high school's list of NCAA-approved core courses, visit

The student's core-course GPA is calculated on a 4.0 scale. Numeric grades such as 92 or 87 are converted to letter grades such as A or B. As part of this calculation, each grade received is assigned "quality points," as shown in the scale below. The Eligibility Center does not use plus or minus grades when calculating a core-course GPA. For example, grades of B+, B and B- each will be worth 3 quality points. Weighted honors or Advanced Placement courses may improve the student's core course GPA, but the high school must notify the Eligibility Center that it awards weighted grades in these classes. The high school's course weighting policy must align with acceptable NCAA course weight policy.

In "Pass/Fail" grading situations, the Eligibility Center will assign the high school's lowest passing grade for a course in which the student received a "Pass" grade. For most high schools, the lowest passing grade is a D, so the Eligibility Center generally assigns a D as a passing grade.

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.
- Earn a minimum 2.2 Core course GPA. To learn how your GPA is calculated, visit How is my core-course grade-point average calculated?

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 a 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. For further information click here: https://s3.amazonaws.com/fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf (Guide for the College Bound Athlete)

THE NAIA AND NAIA ELIGIBILITY CENTER

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

COLLEGE AND CAREER READINESS TESTING

The Preliminary Scholastic Aptitude Test (PSAT) and Preliminary Scholastic Aptitude for National Merit Scholarship Qualifying Test (PSAT/ NMSQT) are both great practice for the SAT because they test the same skills and knowledge as the SAT — in a way that makes sense for the student's grade level and 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 (Advanced Placement) 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 (ACT) is a leading national 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 South Carolina 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.

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 South Carolina 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.

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. Students can find more information at:
https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/CollegeAwareness,PreparationAccess.aspx,

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 at: https://www.che.sc.gov/Students,FamiliesMilitary/PayingForCollege.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.)

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 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.

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-families-and-military

ENGLISH

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

MATHEMATICS

Beginning with the graduating class of 2019: These include Algebra 1, Algebra 2 and Geometry with Statistic. Foundations in 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 credits of laboratory science:

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, or Earth Science. The third credit may be from the same field as the first two units (Biology, Chemistry, Physics, 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 three credits. 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 credit of United States History is required; a half credit of Economics and a half credit in Government and one additional Social Studies elective are required for high school graduation.

FINE ARTS

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

PHYSICAL EDUCATION

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

ELECTIVES

Beginning with the graduating class of 2019

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).

CURRICULUM FRAMEWORK

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

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

FRAMEWORK DESIGN

A comprehensive curriculum framework includes the following elements:

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

CLUSTERS

A cluster of study is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of study provide a way to organize and tailor coursework and learning experiences around areas of interests. Clusters of study are designed to provide a seamless transition from high school study to 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 Richland School District One is designed around many of these 16 clusters. *The National Career Clusters Framework transitioned to 14 Career Clusters to provide structural alignment of the careers within each cluster and a common language to bridge education and work. The transition from 16 to 14 career clusters empowers each learner to explore, decide and prepare for dynamic and evolving careers. The high school graduating Class of 2027 may be represented in both frameworks.*

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

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

Arts, Audio-Video Technology & Communication
This career cluster offers two different avenues of concentration. Careers in the performing arts, visual arts, or certain aspects of journalism prepare students for a broad range of creative careers including performance and beyond. Broadcasting and film require courses and activities that challenge students' creative and 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 objectives.

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

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

Majors

Richland One offers several majors within each cluster of study. A major consists of the completion of at least 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

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

Many of the clusters and majors are offered in conjunction with Heyward Career Center. Not all clusters and majors are offered at each school. Guidance counselors in each school can be contacted for additional information. *The National Career Clusters Framework transitioned to 14 Career Clusters to provide structural alignment of the careers within each cluster and a common language to bridge education and work. The transition from 16 to 14 career clusters empowers each learner to explore, decide and prepare for dynamic and evolving careers. The high school graduating Class of 2027 may be represented in both frameworks.*

Agriculture, Food, and Natural Resources
- Horticulture
- Plant and Animal Systems

Architecture and Construction
- Building Construction Cluster

Arts, Audio-Video Technology, and Communication
- Media Technology
- 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

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

Government and Public Administration
- Governance

Health Science
- PLTW Biomedical Sciences
- Health Science
- Public Health
- 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

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 SCHOOL COURSE DESCRIPTIONS

School-based staff should reference the Office of Special Services Master Course Catalog Supplement to identify the appropriate course codes.

COURSE NUMBERS AND TAGS

Each course has a course number (e.g., 20996700). Courses awarding high school credit have a course number and a course tag (e.g., 362101CW) to indicate the level and weight of the course. Teachers/principal recommendation is required for enrollment in courses that award high school credit. Use the following legend to guide you as you make your course selections if you are taking a course for high school credit:

CW – College Prep Whole Unit
CH – College Prep Half Unit
HW – Honors Whole Unit
HH – Honors Half Unit

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

English Language Arts

10016000
Grade: 6
Prerequisite: None

This yearlong course is aligned to the state-adopted sixth-grade College- and Career-Ready Standards for English Language Arts and is designed to develop critical thinking skills, problem-solving skills, and creativity. Sixth-grade students will continue to draw conclusions based on inferences while analyzing how an author's choices impact meaning in various types of print and multimedia texts. This course will introduce students to the rhetorical appeals of ethos, pathos, and logos and the types of reasoning an author uses to support claims. Throughout the course, sixth-grade students will learn how to communicate to a variety of audiences through written and oral communication. By the end of the school year, sixth graders are expected to demonstrate proficiency of the grade-level indicators with independence.

English Language Arts Accelerated

10016100
Grade: 6
Prerequisite: District eligibility criteria

This yearlong, accelerated course is aligned to the state-adopted sixth-grade College- and Career-Ready Standards for English Language Arts and is designed to accelerate and enrich the core curriculum by differentiating the content, process, and work completed by the student. This course supports the development and fostering of critical thinking skills, problem-solving skills, and creativity. Sixth-grade students will continue to draw conclusions based on inferences while analyzing how an author's choices impact meaning in various types of print and multimedia texts. This course will introduce students to the rhetorical appeals of ethos, pathos, and logos and the types of reasoning an author uses to support claims. Throughout the course, sixth-grade students will learn how to communicate to a variety of audiences through written and oral communication. By the end of the school year, sixth graders are expected to demonstrate proficiency of the grade-level indicators with independence.

English Language Arts Gifted and Talented

10016200
Grade: 6
Prerequisite: State and district eligibility criteria

This yearlong course is aligned to the state-adopted sixth-grade College- and Career-Ready Standards for English Language Arts. Course acceleration is achieved through the intentional compaction of state-adopted seventh-grade College- and Career-Ready Standards for English Language Arts where appropriate. This course is designed to challenge and extend critical thinking skills, problem-solving skills, and creativity by considering student readiness, interest, and performance. Sixth-grade gifted and talented students will continue to draw conclusions based on inferences while analyzing how an author's choices, including text structure, impact meaning in various types of print and multimedia texts. This course will introduce students to and have them examine the rhetorical appeals of ethos, pathos, and logos and the types of reasoning an author uses to support claims. Throughout the course, sixth-grade gifted and talented students extend their knowledge of how to communicate to a variety of audiences through written and oral communication. By the end of the school year, sixth grade gifted and talented students are expected to demonstrate proficiency of the grade-level and seventh-grade compacted indicators with independence.

English Language Arts

20017000
Grade: 7
Prerequisite: None

This yearlong course is aligned to the state-adopted seventh-grade College- and Career-Ready Standards for English Language Arts and is designed to deepen critical thinking skills, problem-solving skills, and creativity. Seventh-grade students will closely read a variety of rich and challenging texts, while making inferences about an author's choices, to include the structure of a text, and analyzing how those choices impact meaning. This course will require students to examine rhetorical appeals and types of reasoning. Throughout the course, seventh graders will deepen their knowledge of how to communicate to a variety of audiences through written and oral communication. By the end of the school year, seventh grade students are expected to demonstrate proficiency of the grade-level indicators with independence.

English Language Arts Accelerated

20017100
Grade: 7
Prerequisite: District eligibility criteria

This yearlong, accelerated course is aligned to the state-adopted seventh-grade College- and Career-Ready Standards for English Language Arts and is designed to accelerate and enrich the core curriculum by differentiating the content, process, and work completed by the student. This course supports the deepening and fostering of critical thinking skills, problem-solving skills, and creativity. Seventh-grade students will closely read a variety of rich and challenging texts, while making inferences about an author's choices, to include the structure of a text, and analyzing how those choices impact meaning. This course will require students to examine rhetorical appeals and types of reasoning. Throughout the course, seventh graders will deepen their knowledge of how to communicate to a variety of audiences through written and oral communication. By the end of the school year, seventh grade students are expected to demonstrate proficiency of the grade-level indicators with independence.

English Language Arts Gifted Talented

20017200
Grade: 7
Prerequisite: State and district eligibility criteria and 6th Grade English Language Arts Gifted and Talented

This yearlong course is aligned to the state-adopted seventh-grade College- and Career-Ready Standards for English Language Arts. Course acceleration is achieved through the intentional compaction of state-adopted eighth-grade College- and Career-Ready Standards for English Language Arts where appropriate. This course is designed to challenge and extend critical thinking skills, problem-solving skills, and creativity by considering student readiness, interest, and performance. Seventh-grade gifted and talented students will closely read a variety of rich and challenging texts, while making inferences about an author's choices, to include manipulation of time, and explaining how those choices create effects such as mystery or suspense. This course will require students to analyze rhetorical appeals and types of reasoning. Throughout the course, seventh grade gifted and talented students will challenge and extend their knowledge of how to communicate to a variety of audiences through written and oral communication. By the end of the school year, seventh grade gifted and talented students are expected to demonstrate proficiency of the grade-level and eighth-grade compacted indicators with independence.

English Language Arts

20018000
Grade: 8
Prerequisite: None

This yearlong course is aligned to the state-adopted eighth-grade College- and Career-Ready Standards for English Language Arts and is designed to deepen and extend critical thinking skills, problem-solving skills, and creativity. Eighth grade students will critically read a variety of rich and challenging texts and begin to examine how an author manipulates time to create mystery and suspense. This course will require students to move beyond examining an author's use of rhetorical appeals into analyzing how an author uses rhetoric in a text. Throughout the course, eighth-grade students will refine their ability to communicate to a variety of audiences through written and oral communication. By the end of the school year, eighth grade students are expected to demonstrate proficiency of the grade-level indicators with independence.

English Language Arts Accelerated

20018100
Grade: 8
Prerequisite: District eligibility criteria

This yearlong, accelerated course is aligned to the state-adopted eighth-grade College- and Career-Ready Standards for English Language Arts and is designed to accelerate and enrich the core curriculum by differentiating the content, process, and work completed by the student. This course supports the deepening, fostering, and extension of critical thinking skills, problem-solving skills, and creativity. Eighth grade students will critically read a variety of rich and challenging texts and begin to examine how and author manipulates time to create mystery and suspense. This course will require students to move from beyond examining an author's use of rhetorical appeals into analyzing how an author uses rhetoric in a text. Throughout the course, eighth-grade students will refine their ability to communicate to a variety of audiences through written and oral communication. By the end of the school year, eighth grade students are expected to demonstrate proficiency of the grade-level indicators with independence.

ENGLISH LANGUAGE ARTS ELECTIVES

Reading Lab

17994100 (Grade 6)
27994100 (Grade 7)
27994200 (Grade 8)
Grades: 6-8
Prerequisite: Eligibility based on district placement criteria

This course is designed to support students by addressing essential reading skills and providing targeted instruction to strengthen overall literacy development. Placement for this course should follow all district guidelines.

SPECIAL AREAS MIDDLE SCHOOL

Multilingual Learner Program 1

Grade 6: 10840600
Grade 7: 20840700
Grade 8: 20840800
Prerequisite: Identified Multilingual learners (MLs) with MLP teacher recommendation

MLP 1 is the primary course for scheduled MLP instruction in all middle level grades. This course is designed to support English language development for Newcomer MLs at beginner proficiency levels in all middle level grades to succeed in core subject areas and develop communication skills towards exiting MLP services and successfully completing middle school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. All MLP support classes are aligned to the WIDA standards.

Use of course codes beyond this course for middle level MLP should be discussed with district MLP staff.

Multilingual Learner Program Literacy

Grade 6: 10850600
Grade 7: 20850700
Grade 8: 20850800
Prerequisite: Identified Multilingual learners (MLs) with MLP teacher recommendation

This course is designed to support English language development for multilingual learners (MLs) at high/intermediate proficiency levels in all middle level grades to succeed in core subject areas and develop communication skills towards exiting MLP services and successfully completing middle school. It is taught by a reading specialist certified to teach MLP. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. All MLP support classes are aligned to the WIDA standards.

Use of this course for middle level MLP should be discussed with district MLP staff.

MIDDLE SCHOOL MATHEMATICS

Mathematics 6

11106000
Grade: 6
Prerequisite: None

This course builds on elementary concepts through four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Students will analyze data sets, create graphs, and explore basic probability. They will calculate area, surface area, and volume using shapes, and learn about angles and the coordinate plane. In NR, students will work with real numbers and deepen their understanding of fractions, decimals, and percentages. Finally, in PAFR, learners will be introduced to algebraic concepts, functions, and how to solve equations and inequalities, applying these skills to real-world situations.

Mathematics 6 Accelerated

11106100
Grade: 6
Prerequisite: District eligibility criteria

This course differs from the non-accelerated 6th grade course in that it contains content from the 7th grade SC College- and Career-Ready Mathematics Standards and demands a faster pace for instruction and learning. The course builds on elementary concepts through four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Sixth grade accelerated students will analyze data sets, including stem-and-leaf plots and histograms, and explore theoretical and experimental probability. They will solve problems involving areas, volumes, and the properties of circles. Students will extend their understanding of rational numbers and proportional relationships, using tables, graphs, and equations to solve single- and multi-step problems, including various percentage problems.

Mathematics 6 Gifted/Advanced

11106800
Grade: 6
Prerequisite: State eligibility criteria

This course differs from the non-accelerated 6th grade course in that it contains content from the 7th and 8th grade SC College- and Career-Ready Mathematics Standards and demands a faster pace for instruction and learning. The course builds on elementary concepts through four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Sixth grade gifted students will compare bivariate data using scatter plots, calculate probabilities of compound events, and explore geometric concepts, including the Pythagorean Theorem. They will convert rational numbers, identify subsets of real numbers, and apply the Laws of Exponents. In PAFR, students will focus on functions, learning slope-intercept form and analyzing linear and nonlinear functions, solving one-variable multi-step equations and inequalities.

Mathematics 7

21107000
Grade: 7
Prerequisite: 6th Grade Mathematics

This course builds on concepts through four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Seventh graders will analyze data sets, including stem-and-leaf plots and histograms, and explore theoretical and experimental probability. They will solve problems involving areas, volumes, and the properties of circles. Students will extend their understanding of rational numbers and proportional relationships, using tables, graphs, and equations to solve single- and multi-step problems, including various percentage problems.

Mathematics 7 Accelerated

21107100
Grade: 7
Prerequisite: District eligibility criteria and Mathematics 6 Accelerated Course

This course differs from the non-accelerated 7th grade course in that it contains content from the 8th grade SC College- and Career-Ready Mathematics Standards and demands a faster pace for instruction and learning. The course builds on elementary concepts through four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Seventh grade accelerated students will compare bivariate data using scatter plots, calculate probabilities of compound events, and explore geometric concepts, including the Pythagorean Theorem. They will convert rational numbers, identify subsets of real numbers, and apply the Laws of Exponents. In PAFR, students will focus on functions, learning slope-intercept form and analyzing linear and nonlinear functions, solving one-variable multi-step equations and inequalities.

Mathematics 8

21108000
Grade: 8
Prerequisite: 7th Grade Mathematics

In course builds on concepts through four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Eighth graders will compare bivariate data using scatter plots, calculate probabilities of compound events, and explore geometric concepts, including the Pythagorean Theorem. They will convert rational numbers, identify subsets of real numbers, and apply the Laws of Exponents. In PAFR, students will focus on functions, learning slope-intercept form and analyzing linear and nonlinear functions, solving one-variable multi-step equations and inequalities.

MATHEMATICS ELECTIVES

Power Math

Grade 6: 11056500
Grade 7: 21057500
Grade 8: 21058500
Prerequisite: None

This one-semester mathematics course provides the opportunity to receive additional instruction in basic math skills. Concepts and procedures are emphasized through drill and practice, as well as real-life applications.

Mathematics Assistance

Grade 6: 11016300
Grade 7: 21017300
Grade 8: 21018300
Prerequisite: District/State eligibility criteria

This one-semester mathematics lab is designed for students who need academic assistance in mathematics. Mastery learning, diagnostic/prescriptive components, directed teaching, as technology, manipulatives, and collaborative groups will be used. The labs are organized and equipped to allow for small and large group instruction, one-on-one tutoring, and peer tutoring. Instruction emphasizes computation, concept and process development, and problem solving. The treatment of topics will be different from the regular classroom presentation.

MIDDLE SCHOOL SCIENCE

Science 6

12016000
Grade: 6
Prerequisite: None

This course consists of a blend of Earth and space science, life science, and physical science. Students will explore various scientific phenomena using the principles of science and engineering practices alongside crosscutting concepts. The disciplinary core ideas addressed include physical science, life science, and Earth and space science. Topics covered under the core ideas include: the structure and properties of matter; defining energy; energy conservation; properties of waves and electromagnetic radiation; the structure and function of organisms; weather and climate; water's role in shaping the Earth; the history of planet Earth; the cycling of Earth's materials; the forces that have shaped the Earth; and patterns of natural hazards. The scientific and academic skills gained in this course will be critical as students transition into high school laboratory courses required for a South Carolina diploma. Students will have the opportunity to complete a STEM project and compete at the local, regional, or national level.

Science 6 Accelerated

12016100
Grade: 6
Prerequisite: District eligibility criteria to include participation in accelerated or higher math and ELA courses.

This course consists of a blend of Earth and space science, life science, and physical science. Students will explore various scientific phenomena using the principles of science and engineering practices alongside crosscutting concepts. The disciplinary core ideas addressed include physical science, life science, and Earth and space science. Topics covered under the core ideas include: the structure and properties of matter; defining energy; energy conservation; properties of waves and electromagnetic radiation; the structure and function of organisms; weather and climate; water's role in shaping the Earth; the history of planet Earth; the cycling of Earth's materials; the forces that have shaped the Earth; and patterns of natural hazards. The scientific and academic skills gained in this course will be critical as students transition into high school laboratory courses required for a South Carolina diploma. Students are expected to complete a STEM project and compete at the local, regional, or national level.

Science 7

22217000
Grade: 7
Prerequisite: None

This course consists of a blend of Earth and space science, life science, and physical science. Students will explore various scientific phenomena using the principles of science and engineering practices alongside crosscutting concepts. The disciplinary core ideas addressed include physical science, life science, and Earth and space science. Topics covered under the core ideas include: the structure and properties of matter; chemical reactions; energy types; energy conservation; energy transfer; chemical processes in everyday life; the organization of matter and energy flow in organisms; relationships within ecosystems; matter and energy transfer in an ecosystem; the dynamics, functioning, and resilience of an ecosystem; the impacts of ecosystem changes on humans; natural resources; the impacts humans have on the Earth; and global climate change. The scientific and academic skills gained in this course will be critical as students transition into high school laboratory courses required for a South Carolina diploma. Students will have the opportunity to complete a STEM project and compete at the local, regional, or national level.

Science 7 Accelerated

22217100
Grade: 7
Prerequisite: District eligibility criteria and Science 6 Accelerated Course

This course consists of a blend of Earth and space science, life science, and physical science. Students will explore various scientific phenomena using the principles of science and engineering practices alongside crosscutting concepts. The disciplinary core ideas addressed include physical science, life science, and Earth and space science. Topics covered under the core ideas include: the structure and properties of matter; chemical reactions; energy types; energy conservation; energy transfer; chemical processes in everyday life; the organization of matter and energy flow in organisms; relationships within ecosystems; matter and energy transfer in an ecosystem; the dynamics, functioning, and resilience of an ecosystem; the impacts of ecosystem changes on humans; natural resources; the impacts humans have on the Earth; and global climate change. The scientific and academic skills gained in this course will be critical as students transition into high school laboratory courses required for a South Carolina diploma. Students are expected to complete a STEM project and compete at the local, regional, or national level.

Science 8

22518000
Grade: 8
Prerequisite: None

This course consists of a blend of Earth and space science, life science, and physical science. Students will explore various scientific phenomena using the principles of science and engineering practices alongside crosscutting concepts. The disciplinary core ideas addressed include physical science, life science, and Earth and space science. Topics covered under the core ideas include: various types of forces and their interactions; the properties of waves; the use of information technologies and instruments to transmit information; the growth and development of organisms; inheritance and variation of traits in organisms; evidence of common ancestry of organisms; the diversity of organisms; adaptations of organisms; natural selection; and the makeup of the Universe and our Solar System. The scientific and academic skills gained in this course will be critical as students transition into high school laboratory courses required for a South Carolina diploma. Students will have the opportunity to complete a STEM project and compete at the local, regional, or national level.

Science 8 Accelerated

22518100
Grade: 8
Prerequisite: District eligibility criteria and Science 7 Accelerated Course

This course consists of a blend of Earth and space science, life science, and physical science. Students will explore various scientific phenomena using the principles of science and engineering practices alongside crosscutting concepts. The disciplinary core ideas addressed include physical science, life science, and Earth and space science. Topics covered under the core ideas include: various types of forces and their interactions; the properties of waves; the use of information technologies and instruments to transmit information; the growth and development of organisms; inheritance and variation of traits in organisms; evidence of common ancestry of organisms; the diversity of organisms; adaptations of organisms; natural selection; and the makeup of the Universe and our Solar System. The scientific and academic skills gained in this course will be critical as students transition into high school laboratory courses required for a South Carolina diploma. Students are expected to complete a STEM project and compete at the local, regional, or national level.

Social Studies 6: World Civilizations

13016200
Grade: 6
Prerequisite: None

This year-long course is aligned to the sixth grade South Carolina College-and Career-Ready Standards for Social Studies. Students will study World Civilizations to uncover trends from prehistory to present day. Students will learn what defines civilizations and how geography played a factor in the exchanges, expansion, and formation among and between them. Students will inquire about the various social hierarchies of world civilizations and the changes and continuities of social systems. Students will learn about ancient and classical civilizations and explore their enduring cultural, intellectual, and technological influences. Students will learn about how increased global interactions led to transformations among and between world civilizations. Students will inquire into the development of world civilizations past and present and the connections between Africa, the Americas, Asia, and Europe. Students will continue to explore how these global interactions and exchanges led to cultural, intellectual, and technological advances that have continued to increase societies' global interconnectedness with one another. Instruction should utilize the historical thinking skills and themes developed for grade six.

Social Studies 6: World Civilizations Accelerated

13016300
Grade: 6
Prerequisite: District eligibility criteria

This accelerated World Civilizations course is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students will use higher level thinking skills by contextualizing primary and secondary and learn course work at a rigorous pace. Students will study World Civilizations to uncover trends from prehistory to present day. Students will learn what defines civilizations and how geography played a factor in the exchanges, expansion, and formation among and between them. Students will inquire about the various social hierarchies of world civilizations and the changes and continuities of social systems. Students will learn about ancient and classical civilizations and explore their enduring cultural, intellectual, and technological influences. Students will learn about how increased global interactions led to transformations among and between world civilizations. Students will inquire into the development of world civilizations past and present and the connections between Africa, the Americas, Asia, and Europe. Students will continue to explore how these global interactions and exchanges led to cultural, intellectual, and technological advances that have continued to increase societies' global interconnectedness with one another. Instruction should utilize the historical thinking skills and themes developed for grade six.

Social Studies 7: Geography of World Regions

23107200
Grade: 7
Prerequisite: None

This year-long course is aligned to the seventh grade South Carolina College-and Career-Ready Standards for Social Studies. Students will study Earth from a regional perspective, focusing on the continents. Students will study contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students will learn about Earth's physical conditions and how these features interact with Earth's other living features. This course also focuses on human systems and the sum of human activities and characteristics that vary across the Earth's surface. These systems also include the spatial distribution of population and the movement, settlement patterns, economic systems, and political systems. Students will explore the interactions between environment and society to learn how human activities modify Earth, how resources are used, and how physical systems, such as climate, present risks to humans. These regional conditions, create the foundation for learning about connections to other peoples and places on Earth Instruction should utilize the geographical thinking skills and themes developed for grade seven.

Social Studies 7: Geography of World Regions Accelerated

23107300

Grade: 7

Prerequisite: District eligibility criteria and Social Studies 6 Accelerated Course

This accelerated Geography of World regions course is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students will learn to think analytically as they use primary and secondary sources to compare and contrast events, discover cause and effect relationships by using evidence-based thinking and argumentation, questioning sources, and synthesizing multiple perspectives. Seventh-grade students will study Earth from a regional perspective, focusing on the continents. Students will study contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students will learn about Earth's physical conditions and how these features interact with Earth's other living features. This course also focuses on human systems and the sum of human activities and characteristics that vary across the Earth's surface. These systems also include the spatial distribution of population and the movement, settlement patterns, economic systems, and political systems. Students will explore the interactions between environment and society to learn how human activities modify Earth, how resources are used, and how physical systems, such as climate, present risks to humans. These regional conditions create the foundation for learning about connections to other peoples and places on Earth.

Social Studies 8: South Carolina and United States History

23208000

Grade: 8

Prerequisite: None

This year-long course is aligned to the sixth grade South Carolina College- and Career-Ready Standards for Social Studies. Students will study the history of South Carolina, within context of United States history in grade eight. This study begins with South Carolina's colonial development and settlement as a British colony. South Carolinians played pivotal roles throughout the American Revolution and the Constitutional Convention, which established the foundations for the new nation. Sectional division came as a result of the growing institution of slavery, interpretations of the role of government, and expansion of the nation. South Carolina led the secession of Southern states, culminating in the Civil War. As the nation attempted to heal the wounds of the war, Reconstruction policies brought about political change while sectional division remained. The end of the 19th century ushered in industrialization to South Carolina and the nation, providing new opportunities for many people. Throughout the 20th century, South Carolina emerged as a national leader for defense production, agriculture, and tourism. As the state grew economically, social change was also brought on by the Civil Rights Movement. During the turn of the 21st century, South Carolina continues to attract businesses and people, while continuing to find solutions to new challenges. Instruction should utilize the historical thinking skills and themes developed for grade eight.

Social Studies 8: South Carolina History Accelerated

23208100

Grade: 8

Prerequisite: District eligibility criteria and Social Studies 7 Accelerated Course

This accelerated South Carolina and the United States course is designed to accelerate and enrich the core curriculum by differentiating the content, process, pace and work completed by the student. Students will learn to think analytically as they use primary and secondary sources to compare and contrast events, discover cause and effect relationships by using evidence-based thinking and argumentation, questioning sources and synthesizing multiple perspectives. Students will study the history of South Carolina, within context of United States history in grade eight. This study begins with South Carolina's colonial development and settlement as a British colony. South Carolinians played pivotal roles throughout the American Revolution and the Constitutional Convention, which established the foundations for the new nation. Sectional division came as a result of the growing institution of slavery, interpretations of the role of government, and expansion of the nation. South Carolina led the secession of Southern states, culminating in the Civil War. As the nation attempted to heal the wounds of the war, Reconstruction policies brought about political change while sectional division remained. The end of the 19th century ushered in industrialization to South Carolina and the nation, providing new opportunities for many people. Throughout the 20th century, South Carolina emerged as a national leader for defense production, agriculture, and tourism. As the state grew economically, social change was also brought on by the Civil Rights Movement. During the turn of the 21st century, South Carolina continues to attract businesses and people, while continuing to find solutions to new challenges.

Middle School 101

27990601

Grade: 6

Prerequisite: None

The goal of Middle School 101 is to assist students with the development of skills necessary for academic, personal, and social success in middle school. While providing orientations activities related to the school and staff, this course offers opportunities for improving study skills, decision-making skills, and communication skills. Lessons include topics on school history, activities and programs, interpersonal relationships, conflict resolution skills, self-awareness.

MIDDLE SCHOOL WORLD LANGUAGES

French: Introduction (Crayton, Hopkins, Southeast)

Grade 6: 16100600
Grade 7: 26100700
Credits: None
Prerequisite: None

This course is an introductory level to French Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range).

Latin: Introduction (Hand)

Grade 6: 16300600
Grade 7; 26300700
Credits: None
Prerequisite: None

This course is an introductory level to Latin Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range).

Spanish: Introduction

Grade 6: 16500600
Grade 7: 26500700
Grade 8: 26500800 (Year)
Grade 8: 26501800 (Semester)
Credits: None
Prerequisite: None

This course is an introductory level to Spanish Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range).

(Note: For French, Latin, and Spanish courses that can be taken in middle school for high school credit, please see the section containing high school courses for credit.)

Health and Physical Education

14406100 and 1401 (for health)
Grade: 6
Prerequisite: None

This course lasts one semester and includes nine weeks of health education and nine weeks of physical education developed around the National and South Carolina Health Education Standards and Physical Education Standards. This course is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent diseases. The National Health Education Standards have been adopted by South Carolina as the academic standards for health and safety education and provide a framework for the course. The eight national standards are taught on the basis of the six content areas included in the SC Health & Safety Education Curriculum Standards: Alcohol, Tobacco, and Other Drugs; Growth, Development, and Sexual Health and Responsibility; Injury Prevention and Safety; Mental, Emotional, and Social Health; Personal and Community Health; Physical Activity and Nutrition. Instruction includes activities that develop personal and life skills to promote the adoption of health- enhancing behaviors. Opportunities are provided for students to develop and demonstrate health-related knowledge, attitudes, and practices. Health education concepts and skills are introduced and continued with developmentally appropriate instruction and activities throughout the 6th, 7th, and 8th grade courses. Erin's Law and Gavin's Law are embedded within the curriculum. This course is designed so that students acquire the knowledge and skills to: (1) demonstrate competency in a variety of movement forms; (2) design and develop an appropriate physical fitness program to achieve a desired level of personal fitness; (3) participate regularly in health enhancing physical activity outside of physical education class; and (4) meet the gender and age group health-related physical fitness standards. Emphasis is placed on lifetime fitness and fundamental skills to improve the level of competence for future participating. The student should also acquire the knowledge, strategies and rules of the individual and team sports presented. Physical education concepts and skills are introduced and continued with developmentally appropriate instruction and varied activities throughout the 6th, 7th, and 8th grade courses. Safety, fair play and sportsmanship are also stressed in this course.

Health and Physical Education

24600000

Grade: 7

Prerequisite: None

This course lasts one semester and includes nine weeks of health education and nine weeks of physical education developed around the National and South Carolina Health Education Standards and Physical Education Standards. This course is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent diseases. The National Health Education Standards have been adopted by South Carolina as the academic standards for health and safety education and provide a framework for the course. The eight national standards are taught on the basis of the six content areas included in the SC Health & Safety Education Curriculum Standards; Alcohol, Tobacco, and Other Drugs; Growth, Development, and Sexual Health and Responsibility; Injury Prevention and Safety; Mental, Emotional, and Social Health; Personal and Community Health; Physical Activity and Nutrition. Instruction includes activities that develop personal and life skills to promote the adoption of health- enhancing behaviors. Opportunities are provided for students to develop and demonstrate health-related knowledge, attitudes, and practices. Health education concepts and skills are introduced and continued with developmentally appropriate instruction and activities throughout the 6th, 7th, and 8th grade courses. Erin's Law and Gavin's Law are embedded within the curriculum. This course is designed so that students acquire the knowledge and skill to: (1) demonstrate competency in a variety of movement forms; (2) design and develop an appropriate physical fitness program to achieve a desired level of personal fitness; (3) participate regularly in health enhancing physical activity outside of physical education class; and (4) meet the gender and age group health-related physical fitness standards. Emphasis is placed on lifetime fitness and fundamental skills to improve the level of competence for future participating. The student should also acquire the knowledge, strategies and rules of the individual and team sports presented. Physical education concepts and skills are introduced and continued with developmentally appropriate instruction and varied activities throughout the 6th, 7th, and 8th grade courses. Safety, fair play and sportsmanship are also stressed in this course.

Health and Physical Education

24601000
Grade: 8
Prerequisite: None

This course lasts one semester and includes nine weeks of health education and nine weeks of physical education developed around the National and South Carolina Health Education Standards and Physical Education Standards. This course is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent diseases. The National Health Education Standards have been adopted by South Carolina as the academic standards for health and safety education and provide a framework for the course. The eight national standards are taught on the basis of the six content areas included in the SC Health & Safety Education Curriculum Standards: Alcohol, Tobacco, and Other Drugs; Growth, Development, and Sexual Health and Responsibility; Injury Prevention and Safety; Mental, Emotional, and Social Health; Personal and Community Health; Physical Activity and Nutrition. Instruction includes activities that develop personal and life skills to promote the adoption of health- enhancing behaviors. Opportunities are provided for students to develop and demonstrate health-related knowledge, attitudes, and practices. Health education concepts and skills are introduced and continued with developmentally appropriate instruction and activities throughout the 6th, 7th, and 8th grade courses. Erin's Law and Gavin's Law are embedded within the curriculum. This course is designed so that students acquire the knowledge and skills to: (1) demonstrate competency in a variety of movement forms; (2) design and develop an appropriate physical fitness program to achieve a desired level of personal fitness; (3) participate regularly in health enhancing physical activity outside of physical education class; and (4) meet the gender and age group health-related physical fitness standards. Emphasis is placed on lifetime fitness and fundamental skills to improve the level of competence for future participating. The student should also acquire the knowledge, strategies and rules of the individual and team sports presented. Physical education concepts and skills are introduced and continued with developmentally appropriate instruction and varied activities throughout the 6th, 7th, and 8th grade courses. Safety, fair play and sportsmanship are also stressed in this course

Challenge by Choice

24011000
Grade: 8
(Excel Academy)
Prerequisite: None

This course is designed to provide physical activity through internal center of control within each person by encouraging each participant to set their own goals and definition of success. The Challenge by Choice program emphasizes team building, physical activity, and setting personal goals: change, Students will be involved in critical thinking and problem-solving exercises.

Fitness and Nutrition

24011100
Grade: 8
(W. A. Perry)
Prerequisite: None

This course enables students to examine the relationship between physical activity, poor nutrition, sports performance, and overall wellness. Students will learn how to prepare nutritious foods and why food is needed for health lifestyles and peak performance. This course will also strengthen health promotion and disease through increased knowledge of nutrition and physical activity.

INSTRUMENTAL MUSIC: BAND

Instrumental Music: Band, Beginning

15310000
Grade: 6
Prerequisite: None

This course provides beginning instruction to students who have no prior experience in playing a wind or percussion instrument. Basic elements of music theory and technique on various wind and percussion instruments will be taught.

Instrumental Music: Band, Intermediate

25300000
Grade: 7
Prerequisite: Beginning Band

This course provides a continuation of the music theory and instrumental technique taught in Beginning Band. Students are encouraged to participate in Richland One Honor Band auditions, Solo and Ensemble Festival, and school and community concerts.

Instrumental Music: Band, Advanced

25310200
Grade: 8
Prerequisite: Intermediate Band

This course provides opportunities for students to reach a more advanced level of technique in wind and percussion instruments and a better understanding of the structure and style of various types of music. Students are encouraged to participate in Richland One Honor Band auditions, Solo and Ensemble Festival, and school and community concerts. More advanced students will be assisted in preparations for the South Carolina All-State Band auditions.

CHORUS

Chorus (Beginning)
15410000
Grade: 6
Prerequisite: None

This course is designed for the student who enjoys and wishes to explore music through singing. The course introduces the fundamentals of choral singing and note reading skills through a variety of contemporary choral literature. Students are encouraged to participate in SCMEA clinics, ACDA clinics, festivals, as well as school and community events.

Chorus (Intermediate)
25400000
Grade: 7
Prerequisite: Chorus: Beginning or Teacher Approval

This course provides a continuation of the music theory and choral technique covered in Beginning Chorus. Students are encouraged to participate in SCMEA clinics, ACDA clinics, Richland One clinics and festivals, as well as community concerts. This chorus, with the advanced chorus, performs for all school and community programs.

Chorus (Advanced)
25410200
Grade: 8
Prerequisite: or Teacher Approval or Chorus: Intermediate

This course provides opportunities for the student to reach a more advanced level technique of singing in two and three parts. Students are encouraged to participate in all SCMEA clinics, ACDA clinics, and Richland One clinics and festivals, as well as community concerts. Solo and ensemble are encouraged for the more advanced students.

General Music
15610000 (Semester)
15610100 (Nine-Weeks)
Grades: 6
Prerequisite: None

This course provides students with an opportunity to experience music through listening, performing, reading and writing musical notation, and analyzing the music of composers of a wide range of styles and periods. The course may be taught through choral music or instrumental music methods.

General Music I
25610000 (Semester)
25610200 (Nine-Weeks)
Grade: 7
Prerequisite: None

This course provides students with an opportunity to experience music through listening, performing, reading and writing musical notation, and analyzing the music of composers of a wide range of styles and periods. The course may be taught through choral music or instrumental music methods.

General Music II
25620400 (Semester)
25620600 (Nine-Weeks)
Grade: 8
Prerequisite: None

This course general music course provides students with an opportunity to experience music through listening, performing, reading and writing musical notation, and analyzing the music of composers of a wide range of styles and periods. The course may be taught through choral music or instrumental music methods.

DANCE

Dance (Explorations)

Grade 6
15256000 (Semester)
15256100 (Nine-Weeks)
Grade 7
25257000 (Semester)
25257100 (Nine-Weeks)
Grade 8
25278000 (Semester)
25278100 (Nine-Weeks)
Prerequisite: None

This course is for students who have a genuine interest in Dance. Auditions and/or prior training in dance are not required. In this class, students will explore the elements of Dance – body, space, force, and time. They will learn how to draw upon inner resources to make a direct and clear statement– i.e., to communicate through movement. Students will learn both awareness and control of movement. Lessons in movement will help build self-image, self-awareness, and self- direction.

Dance (Beginning)

15250000
Grade: 6
Prerequisite: Audition

This course is an introduction to the study of dance which encompasses technique (ballet, modern and at least two other forms, such as jazz, tap, a world dance form, etc.), basic dance elements, choreography, creative expression, history, dance production, and healthful living. There will be an emphasis on developing skillful use of the body as an instrument of expression, experiences in creative process and knowledge of technical aspects of dance production. There may be after-school rehearsals for scheduled performances. A passing score on the GT – Dance audition is required for all students in this course.

Dance I (Intermediate)

25250000
Grade: 7
Prerequisite: Audition or Dance: Beginning

This course is a continuation of the study of dance at the intermediate level which includes technique (ballet, modern, and at least two other forms, such as jazz, tap, a world dance form, etc.), choreography, creative expression, history, dance production, and healthful living. There will be an emphasis on developing skillful use of the body as an instrument of expression, experiences in creative process and knowledge of technical aspects of dance production and performance. There may be after-school rehearsals for scheduled performances. A passing score on the GT – Dance audition is required for all students in this course.

Dance II (Advanced)

25270400
Grade: 8
Prerequisite: Audition or Dance: Intermediate

This course is a study of dance at the advanced level and includes technique (ballet, modern and at least two other forms, such as jazz, tap, and a world dance form, etc.), choreography, creative expression, history of 20th century dance, essential aspects of dance production, and healthful living. There will be an emphasis on developing skillful use of the body as an instrument of expression, experiences in the creative process and knowledge of technical aspects of dance production and performance. There will be after-school rehearsals for scheduled performances. A passing score on the GT – Dance audition is required for all students in this course.

INSTRUMENTAL MUSIC: ORCHESTRA – STRINGS

Instrumental Music: Orchestra (Beginning)
15500000
Grade: 6
Prerequisite: Previous instruction not required

This course provides beginning instruction to students who have no prior experience in playing a string orchestra instrument. Basic elements of music theory and technique on various orchestral instruments will be covered. Essential Elements Book I is the recommended book for this level.

Instrumental Music: Orchestra I (Intermediate)
25500000
Grade: 7
Prerequisite: Orchestra – Strings, Beginning, previous Orchestra Instruction and Teacher Approval

This course provides a continuation of the music theory and instrumental technique covered in Beginning Orchestra. Students are encouraged to participate in Richland One Honor Orchestra auditions, SCMEA Orchestra activities, and school and community concerts. Essential Elements Book II is the recommended text for this level.

Instrumental Music: Orchestra II(Advanced)
25510200
Grade: 8
Prerequisite: Orchestra – Strings, Intermediate, previous Orchestra Instruction and Teacher Approval

This course provides opportunities for students to reach a more advanced level of technique on string orchestra instruments and a better understanding of the structure of various types of music. Students are encouraged to participate in Richland One honor Orchestra, SCMEA activities, and school and community concerts. Essential Elements Book III is the recommended book for this level.

INSTRUMENTAL MUSIC: GUITAR

Instrumental Music: Guitar (Beginning)
15380000
Grade: 6
Prerequisite: None

This course provides beginning group and individualized instruction to students having no prior experience playing a guitar. Students will learn guitar principles, basic music theory, and the fundamentals of song structure. Students will explore varied repertoire, styles, and techniques. Scope includes instrument maintenance, mechanics, musical notation and tablature, rhythm and meter, scales, chords and chord progressions, tone quality, and intonation. Required rehearsals and performances outside of regularly scheduled school hours are an integral part of coursework.

Instrumental Music: Guitar I (Intermediate)
25380000
Grade: 7
Prerequisite: Beginning Guitar or teacher recommendation.

This course provides intermediate group and individualized instruction to students seeking additional coursework on guitar. Students will learn guitar principles, basic music theory, and the fundamentals of song structure. Students will explore varied repertoire, styles, and techniques. Scope includes instrument maintenance, mechanics, musical notation and tablature, rhythm and meter, scales, chords and chord progressions, tone quality, and intonation. Required rehearsals and performances outside of regularly scheduled school hours are an integral part of coursework.

Instrumental Music: Guitar II (Advanced)

25390000
Grade: 8
Prerequisite: Intermediate Guitar or teacher recommendation.

This course provides advanced group and individualized instruction to students seeking advanced coursework on guitar. Students will learn guitar principles, basic music theory, and the fundamentals of song structure. Students will explore varied repertoire, styles, and techniques. Scope includes instrument maintenance, mechanics, musical notation and tablature, rhythm and meter, scales, chords and chord progressions, tone quality, and intonation. Required rehearsals and performances outside of regularly scheduled school hours are an integral part of coursework.

THEATRE

Theatre (Explorations)

Grade 6:
15210600 (Semester)
15211600 (9-weeks)
Grade 7:
25210700 (Semester)
25211700 (9 weeks)
Grade 8:
25220800 (Semester)
25221800 (9 Weeks)
Prerequisite: None

These courses are for students who have a genuine interest in theatre. Auditions and/or prior training in theatre are not required. In this class, students will explore elements of theatre – performance, audience, theatre space, design elements, and dramatic action. They will be introduced to basic skills in acting, designing, directing, and play writing; however, there will be no public performance requirements.

Theatre (Beginning)

15210000
Grade: 6
Prerequisite: Audition

This course is designed to provide introductory instruction to students with little or no experience in theatre. Students should be motivated and interested in exploring fundamental elements, theories, and techniques of the craft. More advanced students will be assisted in preparation for the District Theatre Festival. A passing score on the GT **–** Theatre audition is required for all students in this course.

Theatre I (Intermediate)

25210200
Grade: 7
Prerequisite: Audition or Theatre: Beginning

This course is a continuation of Theatre: Beginning. This course is designed for motivated and highly interested students who wish to continue exploring elements, theories, and techniques of the craft. More advanced students will be assisted in preparation for the District Theatre Festival. A passing score on the GT **–** Theatre audition is required for all students in this course.

Theatre II (Advanced)

25220400
Grade: 8
Prerequisite: Audition or Theatre: Intermediate

This course is a continuation of Theatre: Intermediate and is designed for the highly motivated and interested students. A more advanced level of theory and technique will be stressed through a variety of classroom experiences. Students will be encouraged to become involved in theatre in their school and community and participate in regional competitions. Students will be assisted in preparation for the District Theatre Festival. A passing score on the GT **–** Theatre audition is required for all students in this course.

ART

Art (Beginning)

15016000 (Year)
15016100 (Semester)
Grade: 6
Prerequisite: None

This course provides opportunities for students who are motivated and interested in Art. Observation and drawing skills and the maintenance of a portfolio are basic requirements.

Art (Beginning - 9 weeks)

15010100
Grade: 6
Prerequisite: None

This 9-weeks short course is an introductory course to the fundamentals of design and individual expression. Exposure to a variety of art forms, techniques, processes, materials, and artistic styles will be the primary focus.

Visual Art I (Intermediate)

25010100 (Year)
25017100 (Semester)
Grade: 7
Prerequisite: Art: Beginning and Teacher Approval

This course offers opportunities for the use of design elements and principles in the production of two- and three-dimensional art. A variety of art concepts, techniques, material, process, assessment approaches, and vocabulary is emphasized.

Visual Art II (Advanced)

25080300 (Year)
25018300 (Semester)
Grade: 8
Prerequisite: Art: Intermediate and Teacher Approval

This course offers opportunities for the use of design elements and principles to two- and three-dimensional art. Experimentation with a variety of media processes, techniques, and concepts are included with emphasis on personal expression, art criticism, assessment, vocabulary, creative problem solving, and exposure to the historical and cultural aspects of art.

MIDDLE SCHOOL CTE AND STEM COURSES

Keyboarding 6 (non-CTE)

18516400
Grade: 6
Prerequisite: None

This course provides an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of keystroking. Emphasis is placed on the development of accuracy and speed, proper techniques, and correct fingering.

General Education Exploratory 6 Business (non-CTE)

17016300
Grade: 6
Prerequisite: None

This course is designed to prepare students for Entrepreneurship, Financial Management and Marketing in preparation for starting their own businesses.

General Education Exploratory 7 Business (non-CTE)

27017300
Grade: 7
Prerequisite: None

This course is designed to prepare students for Entrepreneurship, Financial Management and Marketing in preparation for starting their own businesses.

General Education Exploratory 8 Business (non-CTE)

27018300
Grade: 8
Prerequisite: None

This course is designed to prepare students for Entrepreneurship, Financial Management and Marketing in preparation for starting their own businesses.

Introduction to Career Clusters 1 (CTE)

Grade 6: 18306200
Grade 7: 28307200
Grade 8: 28308200
Prerequisite: None

This course is designed to provide an introduction to career possibilities in the sixteen career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while gaining an understanding of how careers and the world of work affect individuals and their families and communities. It is a career and technical virtual hybrid experience targeted Academic and career goals. This course integrates grade appropriate, career-based activities with virtual classroom instruction. Students will gain employability and occupational skills while applying and advancing their knowledge in academic areas. The career-based learning experiences will be grouped around three specific domains: awareness, exploration, and preparation. Some of the experiences are as follows: Service Learning, Virtual and Real Job Shadowing, Virtual and Real College Tours, and Hands-on Career Interest Projects.

Introduction to Career Clusters 2 (CTE)

Grade 6: 18306300
Grade 7: 28307300
Grade 8: 28308300
Prerequisite: Introduction to Career Clusters 1 with a "C" or better

This course is designed to provide an introduction to career possibilities in the sixteen career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while gaining an understanding of how careers and the world of work affect individuals and their families and communities. It is a career and technical virtual hybrid experience targeted Aand career goals. This course integrates grade appropriate, career-based activities with virtual classroom instruction. Students will gain employability and occupational skills while applying and advancing their knowledge in academic areas. The career-based learning experiences will be grouped around three specific domains: awareness, exploration, and preparation. Experiences include service learning, virtual and real job shadowing, virtual and real college tours, and hands-on career interest projects.

ARTS, AUDIO-VIDEO TECHNOLOGY, AND COMMUNICATION

Digital Literacy

Grade 6: 18530600
Grade 7: 28530700
Grade 8: 28530800
Prerequisite: None

This course is designed to equip students with many of the needed digital and computer literacy skills necessary to prepare for creating, finding, and evaluating data and information. Students will be exposed to a broad range of computer technology along with a working knowledge of computer software and hardware. Students benefit from an understanding of a wide range of applications (e.g., document processing, presentations, spreadsheets, and web-based resources). Safety, use of technology, social, emotional, career, as well as critical thinking and problem-solving skill attainment are embedded throughout the course.

Multimedia Basics (CTE)

Grade 7: 27030700
Grade 8: 27030800
Prerequisite: None

This course provides students with a complete understanding of the technological and creative aspects of video game design. Students will have the opportunity to learn all aspects of team building, including the creative, business, and technological components required to launch a new video game system.

BUSINESS, MANAGEMENT, AND ADMINISTRATION

Computer Applications (CTE)

Grade 7: 27020700
Grade 8: 27020800
Prerequisite: None

This course is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation.

Digital Literacy (CTE)

Grade 7: 28530700
Grade 8: 28530800
Prerequisite: None

This course is designed to equip students with many of the computer skills needed to find, evaluate, create, and communicate information. Students will be exposed to a broad range of computer technology along with a working knowledge of computer software and hardware.

EDUCATION AND TRAINING

ProTeam
Grade 7: 27350700
Grade 8: 27350800
Prerequisite: None

This course encourages students to become aware of the skills needed to complete college and consider education as a career option. Students will participate in hands-on, student-driven activities that create opportunities for the students to grow as leaders.

FINANCE

Financial Literacy
Grade 7: 27050700
Grade 8: 27050800
Prerequisite: None

This course is designed to introduce the student to basic financial literacy skills to help them make responsible financial decisions. Concepts covered include financial planning, bank accounts, credit and loans, wages and taxes, investments and insurance.

Health Science

PLTW Gateway to Technology: Medical Detectives (CTE)
Grade 6: 17896500
Grade 7: 27897500
Grade 8: 27898500

This course allows students to collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. (GTTMEDICAL)

Introduction to Health Professions 1 (CTE)
Grade: 7
28397100
Prerequisite: None

This course is the study and research of health-related issues like food, nutrition, how to prevent or cure diseases, and similar health related areas. Students will participate in The Health Science Careers Program, which is designed as a complete learning system, including customizable multimedia curriculum, student activity guidebooks, equipment, and supplies. As identified by the Department of Labor, healthcare-specific fields represent one of the top ten projected job areas in demand for the next decade. Introduction to Health Professions 1 will address a wide range of careers and skills to include: Dentistry, Emergency Medical Technician, Environmental Health and Safety, Forensics, Imaging Technology, and Pharmacology.

Introduction to Health Professions 2 (CTE)
Grade 7: 28397200
Grade 8: 28398200
Prerequisite: Introduction to Health Professions 1 with a “C” or better

This course is a continuation of Introduction to Health Professions 1 and provides an addition to the study and research of health-related careers. Students will participate in the Health Science Careers Program, which is designed as a complete learning system, including customizable multimedia curriculum, student activity guidebooks, equipment, and supplies. As identified by the Department of Labor, healthcare-specific fields will represent one of the top ten projected job areas in demand for the next decade. Introduction to Health Professions 2 will address a wide range of careers and skills to include: Biotechnology RND, Clinical Lab Practices, Health Information Management, Ophthalmology, Sports Medicine, and Therapeutic Services.

Human Services/Family and Consumer Sciences

The Family and Consumer Sciences student organization, Family, Career, and Community Leaders of America (FCCLA) greatly enhances the courses in this curriculum.

Exploratory Family and Consumer Sciences 6 (CTE)

18586200
Grade: 6
Prerequisite: None

This course is designed to cover beginning skills in Family and Consumer Sciences (FACS). Students are introduced to relationship development skills, resources, home safety and security, childcare responsibilities, personal image strategies, basic food preparation techniques and entrepreneurship opportunities.

Introduction to Family and Consumer Sciences 1-7 (CTE)

28577200
Grade: 7
Prerequisite: Exploratory Family and Consumer Sciences

This course provides an opportunity for students to explore self-image, cope with emotions, perform simple tasks, and encourage decision-making skills and it focuses on money issues, environmental concerns, positive approaches to child development, clothing care, nutritional choices, food preparation, and skills for successful employment. This course is designed to introduce and provide meaningful experiences that will help a student develop a positive self-concept.

Introduction to Family and Consumer Sciences 1-8 (CTE)

28588000
Grade: 8
Prerequisite: Introduction to Family and Consumer Sciences 1-7

This course focuses on the changes and challenges faced by young teens today. Topics include family relationships, goal setting, money management, home repairs, early childhood development, clothing selection, eating disorders and careers. Specifically, students will be prepared to meet responsibilities and recognize opportunities as wage earners, consumers, and home managers. This curriculum also addresses character education, communication skills, personal appearance and wellness.

Information Technology

PLTW Gateway to Technology: App Creators (CTE)

Grade 6: 17822600
Grade 7: 27822700
Grade 8: 27822800
Prerequisite: None

This course exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society. (GTTAPPCREATE)

PLTW Gateway to Technology: Computer Science for Innovators and Makers (CTE)

Grade 6: 17853600
Grade 7: 27853700
Grade 8: 27853800
Prerequisite: None

This course allows students to learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. (GTTCSINNOVATE)

Science, Technology, Engineering, and Mathematics (STEM)

PLTW Gateway to Technology: Design and Modeling (CTE)

This course allows students to discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. (GTTDESIGN)

Grade 6: 17800600
Grade 7: 27800700
Grade 8: 27800800
Prerequisite: None

PLTW Gateway to Technology: Automation and Robotics (CTE)

Grade 6: 17811600
Grade 7: 27811700
Grade 8: 27811800
Prerequisite: None

This course allows students to learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more. (GTTAUTOMATION)

PLTW Gateway to Technology: Energy and the Environment (CTE)

Grade 6: 17834600
Grade 7: 27834700
Grade 8: 27834800
Prerequisite: None

This course allows students to challenge their thinking towards the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption. (GTTENERGY)

PLTW Gateway to Technology Flight and Space (CTE)

Grade 6: 17845600
Grade 7: 27845700
Grade 8: 27845800
Prerequisite: None

This course comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. (GTTFLIGHT)

PLTW Gateway to Technology: Science of Technology (CTE)

Grade 6: 17866600
Grade 7: 27866700
Grade 8: 27866800
Prerequisite: None

This course allows students to apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials. (GTTSCIENCE)

PLTW Gateway to Technology: Magic of Electrons (CTE)

Grade 6: 17877600
Grade 7: 27877700
Grade 8: 27877800
Prerequisite: None

This course allows students to examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum. (GTTELECTRONS)

PLTW Gateway to Technology: Green Architecture (CTE)

Grade 6: 17888600
Grade 7: 27888700
Grade 8: 27888800
Prerequisite: None

This course allows students to learn how to apply green concepts to architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they learn to design affordable housing units using Autodesk's® 3D architectural design software. (GTTARCHITECTURE)

Academic Enrichment 6

17990600 (year)
17990610 (semester)
Grade: 6
Prerequisite: None

This semester or year-long course is designed as a daily period to reinforce skills in math, reading, and/or writing through remediation and exploration. Instruction utilizing technology, research and library skills to practice identified areas of weakness is provided to students who have not met standards and to provide higher order thinking skills to students who have achieved identified standards.

Academic Enrichment 7

27990700 (year)
27990710 (semester)
Grade: 7
Prerequisite: None

This semester or year-long course is designed as a daily period to reinforce skills in math, reading, and/or writing through remediation and exploration. Instruction utilizing technology, research and library skills to practice identified areas of weakness is provided to students who have not met standards and to provide higher order thinking skills to students who have achieved identified standards.

Academic Enrichment 8

27990800 (year)
27990810 (semester)
Grade: 8
Prerequisite: None

This semester or year-long course is designed as a daily period to reinforce skills in math, reading, and/or writing through remediation and exploration. Instruction utilizing technology, research and library skills to practice identified areas of weakness is provided to students who have not met standards and to provide higher order thinking skills to students who have achieved identified standards.

Ambassador Program

Grade 6: 17991000 (Hand and Sanders)
Grade 7: 27991100 (Hand and Sanders)
Grade 8: 27991000 (Hand, Gibbes, and Sanders)
Prerequisite: None

This one-semester course provides selected students with service learning type experience in areas such as the library offices (main, guidance, assistant principals, etc.), technology center. Additionally, students may be provided experiences as teacher/team assistants, club sponsor helpers, and peer tutors.

AVID General Exploratory

Grade 6: 17016100
Grade 7: 27017200
Grade 8: 27018200
(Alcorn, Gibbes, Hand, Perry, St. Andrews)
Prerequisite: None

AVID elective courses prepare students for high school and college. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. Students learn strategies to enhance success such as note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness. These courses are a major component of the AVID College Readiness System and are designed to foster school wide implementation of the AVID program.

HIGH SCHOOL CREDITS / CARNEGIE UNITS AVAILABLE FOR MIDDLE SCHOOL STUDENTS

English 1 Honors

302400HW
Grade: 8
1 unit (High School credit)
Prerequisite: State and district eligibility criteria and 7th Grade English Language Arts Gifted and Talented

This course is aligned to the state-adopted English 1 College- and Career-Ready Standards for English Language Arts and is designed to further develop and extend critical thinking skills, problem-solving skills, and creativity. English 1 Honors students will closely examine and critically read a variety of rich and challenging texts, while analyzing the techniques writers use within print and multimedia texts. This course will introduce students to an author's use of allusion, universal theme, and situational and dramatic irony. Throughout the course, English 1 Honors students will further develop and extend their ability to communicate to a variety of audiences through written and oral communication. Depth in rigor, complexity, challenges, and creativity beyond the College Preparatory level course is required in the honors level course content. By the end of the course, students in English 1 Honors are expected to demonstrate mastery of the grade-level indicators with independence.

Algebra 1 Honors

411408HW
Grade: 8
1 credit(s)
Prerequisite: State eligibility criteria and 7th grade Gifted Mathematics; Recommended: Grade of 80 or higher in Geometry w/Statistics

This course differs from the non-accelerated 8th grade course in that it contains content from the Algebra 1 SC College- and Career-Ready Mathematics Standards and demands a faster pace for instruction and learning. Algebra 1 (A1) equips students with essential concepts to achieve their post-secondary goals, whether in further education or the workforce. This course fosters effective citizenship and appreciation for the beauty of mathematics. Algebra is vital across various careers, aiding in decision-making and scientific training. A1 covers key standards in Data, Probability, Statistical Reasoning, Measurement, Geometry, Numerical Reasoning, and Patterns. The curriculum emphasizes functions—linear, absolute value, quadratic, and exponential—alongside properties for transforming expressions and solving equations. Graphing plays a crucial role, helping students analyze relationships and make predictions through statistical reasoning. Students enrolled in this course will take a South Carolina Algebra 1 End-of-Course exam that will count 20% of their final grade.

Geometry with Statistics Honors Grade 7

412207HW
Grade: 7
1 credit(s)
Prerequisite: State eligibility criteria and 6th grade Gifted Mathematics

This course differs from the non-accelerated 7th grade course in that it contains content from the 8th grade and Geometry with Statistics SC College- and Career-Ready Mathematics Standards and demands a faster pace for instruction and learning. Geometry with Statistics (GS) is a foundational high school mathematics course designed to build on middle school experiences. It emphasizes essential concepts that support post-secondary goals, whether in further education or the workforce. GS develops mathematical knowledge through visual representations, preparing students for algebra. The course covers Data, Probability, and Statistical Reasoning; Measurement, Geometry, and Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Students deepen their understanding of transformations, congruence, similarity, and coordinate geometry while enhancing reasoning skills. Additionally, GS introduces probability, fostering skills in organizing information and decision-making.

Geometry with Statistics Honors Grade 8

412208HW
Grade: 8
1 credit(s)
Prerequisite: District eligibility criteria and 7th grade Accelerated Mathematics

This course differs from the non-accelerated 8th grade course in that it contains content from the Geometry with Statistics SC College- and Career-Ready Mathematics Standards and demands a faster pace for instruction and learning. Geometry with Statistics (GS) is a foundational high school mathematics course designed to build on middle school experiences. It emphasizes essential concepts that support post-secondary goals, whether in further education or the workforce. GS develops mathematical knowledge through visual representations, preparing students for algebra. The course covers Data, Probability, and Statistical Reasoning; Measurement, Geometry, and Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Students deepen their understanding of transformations, congruence, similarity, and coordinate geometry while enhancing reasoning skills. Additionally, GS introduces probability, fostering skills in organizing information and decision-making.

French 1 (Crayton, Hopkins, Southeast)

Grade 7: 361171CW
Grade 8: 361181CW
Credits: 1 Unit (High School credit)
Prerequisite: Teacher Recommendation – French: Introduction

This course is designed as a sequel to French Introduction. 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. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range)

French 2 (Crayton, Hopkins, Southeast)

361202CW
Grade: 8
Credits: 1 unit (High School credit)
Prerequisite: Teacher Recommendation – French 1

This course is a sequel to French 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-High to Intermediate-Low Range). Prerequisite for French 3 Honors is a grade of 80 or higher in French 2.

Latin 1 (Hand)

Grade 7: 363171CW
Grade 8: 363181CW
Credits: 1 unit (High School credit)
Prerequisite: Teacher Recommendation – Latin: Introduction

This course is a sequel of Latin Introduction. 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. South Carolina World Language Proficiency scale (Novice-Low to Novice-Mid Range)

Latin 2 (Hand)

363202CW
Grade: 8
Credits: 1 unit (High School credit)
Prerequisite: Latin 1

This course is a sequel to Latin I. 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. Throughout this course, students will advance from Novice-High to Intermediate-Low on the South Carolina World Languages proficiency scale. Prerequisite for Latin 3 Honors is an 80 or above in Latin 2.

Spanish 1

Grade 7: 365171CW
Grade 8: 365181CW
Credits: 1 unit (High School credit)
Prerequisite: Teacher Recommendation – Spanish: Introduction

This course is designed as a sequel to Spanish Introduction. 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. Throughout this course, students will advance from Novice-Low to Novice-Mid on the South Carolina World Languages proficiency scale.

Spanish 2

365202CW
Grade: 8
Credits: 1 unit (High School credit)
Prerequisite: Teacher Recommendation – Spanish 1

This course is a sequel to Spanish 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.
Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. Throughout this course, students will advance from Novice-High to Intermediate-Low on the South Carolina World Language proficiency scale. Prerequisite for Spanish 3 Honors is a grade of 80 or higher in Spanish 2.

Discovering Computer Science

Grade 7-8: 506100CW
1 unit (High School credit)
Prerequisite: None

This course allows students to explore 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. *Counts as Computer Science graduation requirement.*

Discovering Computer Science Part 1

Grade 7: 506200CH
½ unit (High School credit)
Prerequisite: None

This 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 create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Projects may include websites, apps and games. Counts as half unit Computer Science Graduation Credit.

Discovering Computer Science Part 2

Grade 8: 506300CH
½ unit (High School credit)
Prerequisite: Discovering Computer Science Part 1

This course will engage students in introductory computer science topics, which will expand computational thinking and problem solving applied to a variety of contexts. Students will create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Projects may include websites, apps and games. Counts as half unit Computer Science Graduation Credit.

PLTW Computer Science Essentials

Grade 8: 637200CW
1 unit (High School credit)
Prerequisite: None

This course will allow students to 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 other PLTW Computer Science courses. Counts as Computer Science Graduation Credit. Requires the student to complete a PLTW end-of-course examination.

HIGH SCHOOL COURSE DESCRIPTIONS

School-based staff should reference the Office of Special Services Master Course Catalog Supplement to identify the appropriate course codes.

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:

C — College Prep
H — Honors
A — Advanced Placement
E — Dual Enrollment
I — International Baccalaureate
CH — .5 credit College Prep
HH — .5 credit Honors

CW – 1 credit College Prep
HW – 1 credit Honors
CD – 2 credit College Prep
HD – 2 credit Honors
CT – 3 credit College Prep
HT – 3 credit Honors

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

English 1

302400CW
Grade: 9
1 credit
Prerequisite: None

This course is aligned to the state-adopted English 1 College- and Career-Ready Standards for English Language Arts and is designed to further develop critical thinking skills, problem-solving skills, and creativity. English 1 students will closely examine and critically read a variety of rich and challenging texts, while analyzing the techniques writers use within print and multimedia texts. This course will introduce students to an author's use of allusion, universal theme, and situational and dramatic irony. Throughout the course, English 1 students will further develop their ability to communicate to a variety of audiences through written and oral communication. By the end of the course, students in English 1 are expected to demonstrate proficiency of the grade-level indicators with independence.

English 1 Honors

302400HW
Grade: 9
1 credit
Prerequisite: District eligibility criteria and 8th Grade English Language Arts Accelerated

This course is aligned to the state-adopted English 1 College- and Career-Ready Standards for English Language Arts and is designed to further develop and extend critical thinking skills, problem-solving skills, and creativity. English 1 Honors students will closely examine and critically read a variety of rich and challenging texts, while analyzing the techniques writers use within print and multimedia texts. This course will introduce students to an author's use of allusion, universal theme, and situational and dramatic irony. Throughout the course, English 1 Honors students will further develop and extend their ability to communicate to a variety of audiences through written and oral communication. Depth in rigor, complexity, challenges, and creativity beyond the College Preparatory level course is required in the honors level course content. By the end of the course, students in English 1 Honors are expected to demonstrate mastery of the grade-level indicators with independence.

English 2

302500CW
Grade: 10
1 credit
Prerequisite: English 1

This course is aligned to the state-adopted English 2 College- and Career-Ready Standards for English Language Arts and is designed to allow students to demonstrate critical thinking skills, problem-solving skills, and creativity. English 2 students will closely examine and critically read a variety of rich and challenging texts, while analyzing the structures and techniques writers use within print and multimedia texts. This course will introduce students to how verbal irony is used within a text. Throughout the course, English 2 students will demonstrate their ability to communicate to a variety of audiences through written and oral communication. English 2 students will begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. By the end of the course, students in English 2 are expected to demonstrate proficiency of the grade-level indicators with independence. Students enrolled in this course will take the South Carolina End-of-Course Examination, which will count 20% of the final grade.

English 2 Honors

302500HW
Grade: 10
1 credit
Prerequisite: English 1 Honors

This course is aligned to the state-adopted English 2 College- and Career-Ready Standards for English Language Arts and is designed to allow students to demonstrate and extend critical thinking skills, problem-solving skills, and creativity. English 2 Honors students will closely examine and critically read a variety of rich and challenging texts, while analyzing the structures and techniques writers use within print and multimedia texts. This course will introduce students to how verbal irony is used within a text. Throughout the course, English 2 Honors students will demonstrate and extend their ability to communicate to a variety of audiences through written and oral communication. English 2 Honors students will begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. Depth in rigor, complexity, challenges, and creativity beyond the College Preparatory level course is required in the honors level course content. By the end of the course, students in English 2 Honors are expected to demonstrate mastery of the grade-level indicators with independence. Students enrolled in this course will take the South Carolina End-of-Course Examination, which will count 20% of the final grade.

English 3

302600CW
Grade: 11
1 credit
Prerequisite: English 2

This course is aligned to the state-adopted English 3 College- and Career-Ready Standards for English Language Arts and is designed to allow students to demonstrate and refine critical thinking skills, problem-solving skills, and creativity. English 3 students will closely examine texts to evaluate the effectiveness of an author's craft. This course will introduce students to satire in literary texts. Throughout the course, English 3 students will demonstrate and refine their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. English 3 students will conduct shorter and more sustained research to answer questions or solve problems. By the end of the course, students in English 3 are expected to demonstrate proficiency of the grade-level indicators with independence.

English 3 Honors

302600HW
Grade: 11
1 credit
Prerequisite: English 2 Honors

This course is aligned to the state-adopted English 3 College- and Career-Ready Standards for English Language Arts and is designed to allow students to demonstrate, refine, and extend critical thinking skills, problem-solving skills, and creativity. English 3 Honors students will closely examine texts to evaluate the effectiveness of an author's craft. This course will introduce students to satire in literary texts. Throughout the course, English 3 Honors students will demonstrate, refine, and extend their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. English 3 Honors students will conduct shorter and more sustained research to answer questions or solve problems. Depth in rigor, complexity, challenges, and creativity beyond the College Preparatory level course is required in the honors level course content. By the end of the course, students in English 3 Honors are expected to demonstrate mastery of the grade-level indicators with independence.

English 4

302700CW
Grade: 12
1 credit
Prerequisite: English 3

This course is aligned to the state-adopted English 4 College- and Career-Ready Standards for English Language Arts and is designed to allow students to further refine their critical thinking skills, problem-solving skills, and creativity. English 4 students will analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts. Throughout the course, English 4 students will further refine their research skills to prepare them for the various demands of college and/or career. English 4 students will use a myriad of writing skills and techniques to express ideas clearly and appropriately as they communicate to a variety of audiences. By the end of the course, students in English 4 are expected to demonstrate proficiency of the grade-level indicators with independence.

English 4 Honors

302700HW
Grade: 12
1 credit
Prerequisite: English 3 Honors

This course is aligned to the state-adopted English 4 College- and Career-Ready Standards for English Language Arts and is designed to allow students to further refine and extend their critical thinking skills, problem-solving skills, and creativity. English 4 Honors students will analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts. Throughout the course, English 4 Honors students will further refine and extend their research skills to prepare them for the various demands of college and/or career. English 4 Honors students will use a myriad of writing skills and techniques to express ideas clearly and appropriately as they communicate to a variety of audiences. Depth in rigor, complexity, challenges, and creativity beyond the College Preparatory level course is required in the honors level course content. By the end of the course, students in English 4 Honors are expected to demonstrate mastery of the grade-level indicators with independence.

ENGLISH LANGUAGE ARTS ELECTIVES

Broadcast Journalism 1
309944CW
Grades: 10 – 12
1 credit
Prerequisite: Prerequisite: Must be a sophomore or teacher recommendation

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

Broadcast Journalism 2
309945CW
Grades: 10 – 12
1 credit
Prerequisite: Prerequisite: C or better in Broadcast Journalism 1 or teacher recommendation

This course builds on and deepens the knowledge and skills gained in Broadcast Journalism 1. Students are engaged in creative processes and gather information to begin production of news and informational platforms. (LBA)

Broadcast Journalism 3
309946CW
Grades: 10 – 12
1 credit
Prerequisite: Prerequisite: C or better in Broadcast Journalism 2 or teacher recommendation

This course builds on and deepens the knowledge and skills gained in Broadcast Journalism 1 and 2. Students are engaged in creative processes and gather information to begin production of news and informational platforms. (LBA)

Broadcast Journalism 4
309947CW
Grades: 10 – 12
1 credit
Prerequisite: C or better in Broadcast Journalism 3 or teacher recommendation

This course is the culmination of all Broadcast Journalism courses. Students in this course are adept at using their skills and talents in producing and sharing news and information in a variety of formats, effects, editing, and the various aspects of production including pre- and post- production. Students will use their skills and talents to create, produce and share their projects in school and community, as they prepare to enter the journalism field. (LBA)

Creative Writing (A.C. Flora)
3032200CW
Grades: 10 – 12
1 credit
Prerequisite: English 1 and English 2

This course is designed for students who desire to refine and enhance their creative writing skill set. Students will explore the art and craft of writing with imagination, innovation, and originality to develop their own unique voice as a writer. Students will learn the fundamentals of various creative writing genres, including fiction, poetry, non-fiction, drama through analyzing the techniques and conventions used by authors.

Documentary Workshop
309916CW
Grade: 9
1 credit
Prerequisite: None

This course is designed to foster medial literacy and critical thinking skills. Through reading, writing, discussion, and research students will investigate topics of their choosing. Students will document their questions, findings, and development of new ideas. The product of their work will be two documentaries – one produced and screened in December and one in May. The major assessment will be a portfolio and a presentation in which the student explains his or her growth over the course of the year. (LBA)

Documentary Production

309917CW
Grade: 10
1 credit
Prerequisite: Documentary Workshop

This course is designed to engage students in inquiry, creative expression, collaboration, "on the job" community action, and critical reflection by focusing on documentary media and the use of digital tools. By using a variety of technological and information resources such as libraries, databases, and computer networks, students will shoot digital video, capture digital still images and audio, and edit and prepare content for the Web. Students will apply knowledge of language structure, language conventions, media techniques, and genre to critique and discuss print and non-print texts in order to produce their own documentaries for public viewing. (LBA)

Fundamentals of Research

309901CH
Grades: 10 – 12
0.5 credit
Prerequisite: English 1

This course will provide students with opportunities to gain knowledge regarding research methodology, skills, and procedures. Students will participate in opportunities to practically apply research methodologies. An introduction to measurement will be taught as well. (LBA)

Journalism 1

305000CW
Grades: 9 – 12
1 credit
Prerequisite: Teacher Recommendation

This course will introduce students to the many facets of mass media communication and focuses on the role of clarity in journalistic writing. Students will participate in experiences that provide opportunities to learn from and engage with experts in the field of journalism. Throughout this course, students will learn the importance of accuracy, responsibility, and fairness through writing.

Journalism 2

305100CW
Grades: 10 – 12
1 credit
Prerequisite: Journalism 1

This course is designed for students who successfully complete Journalism 1 and desire to further explore writing for publications. Students will learn publication design and production and assist with school publications.

Mythology

309913CH
Grades: 10 – 12
0.5 credit
Prerequisite: None

This course will provide opportunities for students to study classical legends of the Greek, Roman, and Nordic traditions, as well as some African, North American, Central American, and South American mythologies. The course focuses on the role and the influence of mythology in other genres of literature. (LBA)

Simply Shakespeare

309914CH
Grades: 11 – 12
0.5 credit
Prerequisite: English 2

This course will focus on the four main areas of Shakespeare's works: tragedies, comedies, histories, and sonnets. An in-depth study of Shakespeare's life, the history of the Renaissance Period, and theatrical conventions will introduce the course. Students will read, analyze, and discuss texts to gain an appreciation for Shakespeare's work. (LBA)

Speech

304000CH
Grades: 9 – 12
0.5 credit
Prerequisite: None

This course will provide an introduction to formal speech. Emphasis is placed on speech writing and speech delivery. The development of poise and confidence in front of groups is an essential component of this course.

Speech and Multimedia

529901CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course will teach students how to organize oral presentations using multimedia programs. Students will concentrate on stage presences, expression, and vocal intonation and inflection, as well as speech. (LBA)

Survey of African American Literature

309915CH; 309915CW
Grades: 10 – 12
.5 credit; 1 credit
Prerequisite: None

This course will provide students with opportunities to explore the traditions and values of African cultures and the ways in which they are represented in American literature. Students will also focus on the contribution of African American writers to American literature and culture. An end-of-course assessment that reflects the impact of African culture and literature is required. (LBA)

Radio/TV/Film 1

309941CH
Grades: 11 – 12
.5 credit
Prerequisite: Teacher recommendation

This course will explore the fundamentals of communication and how they apply to radio, television, and film production. Students will complete major projects related to radio, television, and film production. This course will allow students to explore the various careers in the communications industry. (LBA)

Radio/TV/Film 2

309942CH
Grades: 11 – 12
.5 credit
Prerequisite: Teacher Recommendation

This course is designed for students who successfully completed Radio/TV/Film 1 and offers students the chance to expand their knowledge of radio, television, and film. Students will complete individual and group projects relating to these production modes. Students will explore the careers of public relations, book publishing, comics, film animation, newspaper journalism, magazines, and the music industry. (LBA)

Yearbook Production 1

376900CW
Grades: 11 – 12
1 credit
Prerequisite: Journalism 2

The course is designed for students who have successfully completed Journalism 2 and who show outstanding skills in writing, design, or photography. This course will provide students with experience relating to staff organization, ad sales, business management, feature writing, layout and design, photography, and the publication process. Students will refine their skills as they produce a school yearbook.

Yearbook Production 2

379969CW
Grades: 11 – 12
1 credit
Prerequisite: Journalism 3 Honors and Instructor approval

This course is designed for students who have mastered the skills taught in Yearbook Production 1. The program includes experience in scheduling, planning, leadership, accountability, budgeting, and creating guidelines, as well as writing and editing. Students involved in this course will be responsible for ensuring the yearbook is published according to established rules and guidelines. The focus of the course is to offer students exposure to professional media through an advanced analysis of current trends in professional print, advertising and public relations. (LBA)

Reading Seminar 1

309931CW
Grade: 9
1 credit
Prerequisite: None

This course is designed to provide targeted support for students enrolled in English 1. The course focuses on developing and strengthening critical reading and analytical thinking skills to enhance comprehension of a variety of complex texts. Students will engage in strategies that promote deeper understanding, interpretation, and application of ideas across multiple genres.
(LBA)

Reading Seminar 2

309932CW
Grade: 10
1 credit
Prerequisite: None

This course is designed to provide targeted support for students enrolled in English 2. The course focuses on developing and strengthening critical reading and analytical thinking skills to enhance comprehension of a variety of complex texts. Students will engage in strategies that promote deeper understanding, interpretation, and application of ideas across multiple genres.
(LBA)

Multilingual Learner Program (MLP)

These courses are for high school students eligible to receive MLP services. They will receive no more than 2 MLP electives per school year if their designated English proficiency falls below 2.9. Students with proficiency at 2.9 or above will only receive 1 MLP elective course in each school year. This rule does not pertain to sheltered MLP content courses. MLP eligible multilingual learners (MLs) can take any number of sheltered MLP content courses to complement their MLP electives. All MLP support classes are aligned to the WIDA standards to supplement core content instruction and academic English language acquisition. See ML Program Progression Chart (Appendix A) for more details.

Multilingual Learner Program 1

308401CW
Grade: 9-12
1 credit
Prerequisite: Identified multilingual learners (MLs) in their first year in a U.S. high school with WIDA composite score above 2.8 and MLP teacher/coordinator recommendation

This course facilitates English language development for multilingual learners (MLs) at intermediate proficiency levels to succeed in ninth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 2

408002CW
Grade: 9-12
1 credit
Prerequisite: Identified multilingual learners (MLs) in their second year in a U.S. high school with WIDA composite score above 2.8 and MLP teacher/coordinator recommendation

This course facilitates English language development for multilingual learners (MLs) at intermediate proficiency levels to succeed in tenth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 3

408103CW
Grade: 9-12
1 credit
Prerequisite: Identified multilingual learners (MLs) in their third year in a U.S. high school with MLP teacher/coordinator recommendation

This course facilitates English language development for any MLs to succeed in eleventh grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 4

408204CW
Grade: 9-12
1 credit
Prerequisite: Identified multilingual learners (MLs) in their fourth year in a U.S. high school with MLP teacher/coordinator recommendation

This course facilitates English language development for any MLs to succeed in twelfth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 5

408700CW
Grades: 9 – 12
1 credit
Prerequisites: Identified multilingual learners (MLs) in their first year in a U.S. high school with WIDA composite score below 2.9 and MLP teacher/coordinator recommendation

This course pairs with MLP 6 (preferably as a 4 by 4 block course in the first semester). Both courses support English language development for newcomer MLs at beginner proficiency levels to succeed in ninth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. Students acquire beginning English language structures and vocabulary through communicative exercises. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 6

408800CW
Grades: 9 – 12
1 credit
Prerequisites: Identified multilingual learners (MLs) in their first year in a U.S. high school with WIDA composite score below 2.9 and MLP teacher/coordinator recommendation

This course pairs with MLP 5 (preferably as a 4 by 4 block course in the second semester). Both courses support English language development for newcomer MLs at beginner proficiency levels to succeed in ninth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 7

408900CW
Grades: 9 – 12
1 credit
Prerequisites: Identified multilingual learners (Els) in their second year in a U.S. high school with WIDA composite score below 2.9 and MLP teacher/coordinator recommendation

This course pairs with MLP 8 (preferably as a 4 by 4 block course in the first semester). Both courses are designed to support English language development for newcomer MLs at beginner proficiency levels to succeed in tenth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. Students acquire intermediate English language structures and vocabulary through communicative exercises. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program 8

409000CW
Grades: 9 – 12 1 credit
Prerequisites: Identified multilingual learners (MLs) in their second year in a U.S. high school with WIDA composite score below 2.9 and MLP teacher/coordinator recommendation

This course pairs with MLP 7 (preferably as a 4 by 4 block course in the second semester). Both courses support English language development for newcomer MLs at beginner proficiency levels to succeed in tenth grade core subject areas and develop communication skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

Multilingual Learner Program Literacy

308500CW

Grade: 9-12

1 credit

Prerequisite: Identified multilingual learners (MLs) in their fifth year in a U.S. high school with MLP teacher/coordinator recommendation

This course facilitates English language development for any MLs to succeed in subject areas in the fifth year of high school and develop reading and writing skills towards exiting MLP services and graduating from high school. Emphasis is placed on context-related literacy, language rich environments, and the four language domains- listening, reading, writing, and speaking. See ML Program Course Progression Chart – Appendix A.

HIGH SCHOOL MATHEMATICS

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

Effective 2025 – 2026 mathematics standards, course descriptions, course titles, and course progressions have changed. Please refer to the Mathematics Course Progressions in Appendix A and notes below.

Intermediate Algebra

411700CW
Grades: 10
1 credit
Prerequisite: Foundations in Algebra

This course extends the mathematics students learned in the Foundations in Algebra course to include piecewise, absolute value, logarithmic, and step functions. Students will select from these functions to model phenomena. They will build on their knowledge of rational exponents to see structure in and create polynomial, simple rational, and simple radical expressions. Students will also learn to use the method of completing the square to transform any quadratic equation, while also deriving the quadratic formula. Quadratic equations will be solved utilizing multiple methods. Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.
Note: Foundations in Algebra (411600CW) will no longer be available beginning with the 2025-26 school year. Intermediate Algebra will be available for the cohort of students entering 9th grade in 2024-25 and will remain active through the 2027-28 school year. If students took Foundations in Algebra in 2024-25, the recommendation is that they take Geometry with Statistics in 2025-26 and then Intermediate Algebra in 2026-27.

Algebra 1

411400CW
Grade: 10
1 credit(s)
Prerequisite: **Geometry with Statistics**

This course equips students with essential concepts to achieve their post-secondary goals, whether in further education or the workforce. This course fosters effective citizenship and appreciation for the beauty of mathematics. Algebra 1 (A1) is vital across various careers, aiding in decision-making and scientific training. A1 covers key standards in Data, Probability, Statistical Reasoning, Measurement, Geometry, Numerical Reasoning, and Patterns. The curriculum emphasizes functions—linear, absolute value, quadratic, and exponential—alongside properties for transforming expressions and solving equations. Graphing plays a crucial role, helping students analyze relationships and make predictions through statistical reasoning. Students enrolled in this course will take a South Carolina Algebra 1 End-of-Course exam that will count 20% of their final grade. **Geometry with Statistics is a prerequisite beginning 2025 – 2026.**

Algebra 1 Honors

411400HW
Grade: 9-10
1 credit(s)
Prerequisite: District eligibility criteria;
Recommendation: Grade of 80 or higher in Geometry with Statistics Honors

This course equips students with essential concepts to achieve their post-secondary goals, whether in further education or the workforce. This course is designed for students who have completely mastered Geometry with Statistics state mathematics standards and are ready for advanced topics and the Honor's level rigor. It fosters effective citizenship and appreciation for the beauty of mathematics. Algebra 1 (A1) is vital across various careers, aiding in decision-making and scientific training. A1 covers key standards in Data, Probability, Statistical Reasoning, Measurement, Geometry, Numerical Reasoning, and Patterns. The curriculum emphasizes functions—linear, absolute value, quadratic, and exponential—alongside properties for transforming expressions and solving equations. Graphing plays a crucial role, helping students analyze relationships and make predictions through statistical reasoning. Students enrolled in this course will take a South Carolina Algebra 1 End-of-Course exam that will count 20% of their final grade. **Geometry with Statistics Honors is a prerequisite beginning 2025 – 2026.**

Geometry with Statistics

412200CW
Grade: 9
1 credit(s)
Prerequisite: Mastery of middle level SC College- and Career- Ready standards

This course is a foundational high school mathematics course designed for Grade 9 students, building on middle school experiences. It emphasizes essential concepts that support post-secondary goals, whether in further education or the workforce. Geometry with Statistics (GS) develops mathematical knowledge through visual representations, preparing students for algebra. The course covers Data, Probability, and Statistical Reasoning; Measurement, Geometry, and Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Students deepen their understanding of transformations, congruence, similarity, and coordinate geometry while enhancing reasoning skills. Additionally, GS introduces probability, fostering skills in organizing information and decision-making. **This course replaces Geometry beginning 2025 – 2026.**

Geometry with Statistics Honors

412200HW
Grade: 9
1 credit(s)
Prerequisite: District eligibility criteria; Recommended: Grade of 80 or higher in 8th grade mathematics

This course is a foundational high school mathematics course designed for Grade 9 students who have completely mastered the middle level state mathematics standards and are ready for advanced topics and the Honor's level rigor. It emphasizes essential concepts that support post-secondary goals, whether in further education or the workforce. Geometry with Statistics (GS) develops mathematical knowledge through visual representations, preparing students for algebra. The course covers Data, Probability, and Statistical Reasoning; Measurement, Geometry, and Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Students deepen their understanding of transformations, congruence, similarity, and coordinate geometry while enhancing reasoning skills. Additionally, GS introduces probability, fostering skills in organizing information and decision-making. **This course replaces Geometry Honors beginning 2025 – 2026.**

Applications and Modeling

411900CW
Grade: 11-12
1 credit(s)
Prerequisite: Geometry with Statistics and Algebra 1

This course is a specialized mathematics course that builds on concepts from Geometry, Statistics, and Algebra 1. It focuses on analyzing data, making predictions, and understanding real-world phenomena. Applications and Modeling (AM) covers four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Students engage in practical applications, financial literacy, and career decision-making, exploring areas like financial planning, three-dimensional design, and statistical interpretation. Real-world measurements and technology are utilized, emphasizing contextual understanding of results. AM is more closely aligned to the topics that are addressed on the WIN test. *This course can be a terminating course for students who are not on a college pathway.* **This is a new course for 2025–2026.**

Reasoning in Mathematics

411800CW
Grade: 11-12
1 credit(s)
Prerequisite: Geometry with Statistics and Algebra 1

This course equips students with essential skills to tackle real-world problems using mathematics and statistics for informed decision-making. Reasoning in Mathematics (RM) prepares students for post-secondary opportunities through modeling real-world scenarios. RM is organized into four strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). Emphasizing statistics, quantitative reasoning, and financial applications, students will engage with authentic problems, reason abstractly, and communicate their mathematical thinking effectively. *This course can be a terminating course for students who are not on a college pathway.* **This is a new course for 2026–2027.**

Algebra 2 with Probability

411500CW
Grade: 11
1 credit(s)
Prerequisite: Geometry with Statistics and Algebra 1

This course is designed for students after completing Geometry and Algebra 1, providing access to higher mathematics. The course covers Data, Probability, and Statistical Reasoning; Measurement, Geometry, and Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Algebra 2 with Probability (A2P) deepens understanding of various functions, including polynomial and exponential, while graphically investigating and comparing them. It emphasizes using graphing calculators or computer algebra systems for visualization. Key topics include complex numbers, matrices, and probability, enhancing data analysis skills. **This course replaces Algebra 2 beginning 2025 – 2026.**

Algebra 2 with Probability Honors

411500HW
Grade: 9-11
1 credit(s)
Prerequisite: District eligibility criteria; Recommended: Grade of 80 or higher in Geometry with Statistics and Algebra 1

This course is designed for students after completing Geometry with Statistics and Algebra 1, providing access to higher mathematics. This course is designed for students who are ready for advanced topics and the Honor's level rigor. It covers Data, Probability, and Statistical Reasoning; Measurement, Geometry, and Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Algebra 2 with Probability (A2P) deepens understanding of various functions, including polynomial and exponential, while graphically investigating and comparing them. It emphasizes using graphing calculators or computer algebra systems for visualization. Key topics include complex numbers, matrices, and probability, enhancing data analysis skills. **This course replaces Algebra 2 Honors beginning 2025 – 2026.**

Statistical Modeling

412000CW
Grade: 11-12
1 credit(s)
Prerequisite: Geometry with Statistics, Algebra 1, and Algebra 2 with Probability

This course is an innovative course designed to deepen students' understanding of statistics. Statistical Modeling (SM) provides opportunities for students to enhance their skills in statistical inquiry and simulations. Students will create statistical investigative questions, design data collection plans, select suitable graphical and numerical methods for analysis, and interpret results in relation to their original questions. The curriculum emphasizes process standards through a statistical lens, utilizing simulations and technology for instruction and assessment. Key topics include developing statistical questions, collecting data, analyzing data, and interpreting results. **This is a new course for 2025–2026.**

Pre-Calculus

413101CW
Grade: 11-12
1 credit(s)
Prerequisite: Geometry with Statistics, Algebra 1, and Algebra 2 with Probability

This course builds on prior mathematics knowledge to establish a solid foundation for future studies. Pre-Calculus (PC) covers essential concepts such as functions, polynomials, exponential and logarithmic functions, and an introduction to trigonometry. The curriculum is organized into Measurement, Geometry, Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Students engage in mathematical modeling to solve real-world problems, utilizing various technological tools, including graphing calculators, spreadsheets, and computer algebra systems. Topics include piecewise, rational, radical, exponential, logarithmic, trigonometric functions, as well as polar coordinates, conic sections, vectors, and matrices.

Pre-Calculus Honors

413101HW
Grade: 10-12
1 credit(s)
Prerequisite: District eligibility criteria;
Recommended: Grade of 80 or higher in Geometry with Statistics, Algebra 1, and Algebra 2 with Probability

This course builds on prior mathematics knowledge to establish a solid foundation for future studies. Pre-Calculus (PC) is designed for students who are ready for advanced topics and the Honor's level rigor. It covers essential concepts such as functions, polynomials, exponential and logarithmic functions, and an introduction to trigonometry. The curriculum is organized into Measurement, Geometry, Spatial Reasoning; Numerical Reasoning; and Patterns, Algebra, and Functional Reasoning. Students engage in mathematical modeling to solve real-world problems, utilizing various technological tools, including graphing calculators, spreadsheets, and computer algebra systems. Topics include piecewise, rational, radical, exponential, logarithmic, trigonometric functions, as well as polar coordinates, conic sections, vectors, and matrices.

Discrete Mathematics

414200CW
Grades: 11 – 12
1 credit
Prerequisite: Geometry with Statistics, Algebra 1, and Algebra 2
Recommended: Grade 70 or higher in prerequisite courses.

This course includes the study of mathematical properties of sets and systems that have a finite number of elements. The topics include set theory, logic, graph theory, numeration systems and number theory, modeling, consumer mathematics, descriptive statistics, and apportionment (fairness, voting methods). Students will use graphing calculators and/or computer software as tools for solving problems.

Calculus

413500CW
Grade: 12
1 credit(s)
Prerequisite: Geometry with Statistics, Algebra 1, Algebra 2 with Probability, and Pre-calculus

This course enhances conceptual knowledge and problem-solving skills from prior math courses. Calculus prepares students for further mathematical studies without focusing on Advanced Placement exams. Emphasizing conceptual understanding and computational competency. This course utilizes a multi-representational approach, expressing concepts graphically, numerically, analytically, and verbally. Students apply mathematics to real-world problems through modeling, using various technologies, including graphing calculators, spreadsheets, and computer algebra systems.

Calculus Honors

413500HW
Grade: 11-12
1 credit(s)
Prerequisite: District eligibility criteria;
Recommended: Grade of 80 or higher in Geometry with Statistics, Algebra 1, Algebra 2 with Probability, and Pre-Calculus

This course enhances conceptual knowledge and problem-solving skills from prior math courses. Calculus Honors is designed for students who are ready for advanced topics and the Honor's level rigor. It prepares students for further mathematical studies focusing on Advanced Placement. Emphasizing conceptual understanding and computational competency. This course utilizes a multi-representational approach, expressing concepts graphically, numerically, analytically, and verbally. Students apply mathematics to real-world problems through modeling, using various technologies, including graphing calculators, spreadsheets, and computer algebra systems.

MATHEMATICS ELECTIVES

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

Strategies for Algebra 1

319912CW
Grade: 9-10
1 credit
Prerequisite: None

This course is designed to better prepare students for Algebra 1 by developing essential skills, such as simplifying expressions, solving equations, and understanding functions. This foundation ensures that students can apply these techniques in both academic and real-world situations. (LBA)

Strategies for Geometry with Statistics

319903CW

Grade: 10-11

1 credit

Prerequisite: None

This course is designed to better prepare students for Geometry with Statistics by developing essential geometric concepts and statistical skills such as recognizing patterns, using mathematical structures, communicating clearly, and effectively applying mathematical tools to solve real-world problems. (LBA)

HIGH SCHOOL SCIENCE

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

Biology 1

322100CW
Grades: 9 – 10
1 credit
Prerequisite: None; Recommended: Ninth Grade – Algebra 1

This course is an introductory laboratory science course designed to engage students in scientific and engineering practices including problem solving and critical thinking in order to demonstrate knowledge and understanding of the following biological concepts: essential functions of life in systems of specialized cells, the relationship of cellular division and differentiation to complex organisms, variation of traits, matter and energy flow through organisms, interdependent relationships in ecosystems, matter and energy transfer in ecosystems, human impact on biodiversity, and adaptation of species. Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.

Biology 1 Honors

322100HW
Grades: 9 – 10
1 credit
Prerequisite: Honors placement based on previous year placement in an accelerated science class and teacher recommendation; Completion of Geometry with Statistics

This course is an introductory laboratory science course designed to engage students in scientific and engineering practices, including problem solving and critical thinking, in order to demonstrate knowledge and understanding of the following biological concepts: essential functions of life in systems of specialized cells, the relationship of cellular division and differentiation to complex organisms, variation of traits, matter and energy flow through organisms, interdependent relationships in ecosystems, matter and energy transfer in ecosystems, human impact on biodiversity, and adaptation of species. 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. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Biology CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges, and creativity beyond the CP level course is required in the honors level course content. Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.

Chemistry 1

323100CW
Grades: 10 – 12
1 credit
Prerequisite: Biology 1 and Geometry with Statistics or equivalent mathematics course(s)

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

Chemistry 1 Honors

323100HW
Grades: 10 – 12
1 credit
Prerequisite: Honors Biology 1 or Biology 1 with teacher recommendation and completion of Geometry with Statistics or equivalent mathematics

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

Earth Science

326500CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth's geosphere, the relationship between Earth's conditions over geologic time and the effect on the diversity of organisms found on Earth, the dynamics of Earth's atmosphere, and Earth's freshwater and ocean systems.

Earth Science Honors

326500HW
Grades: 11– 12
1 credit
Prerequisite: None; Recommendation: Eighth grade science and teacher recommendation or placement in honors science prior to taking the course

This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: the structure, properties, and history of the observable universe, internal and external dynamics of Earth's geosphere, the relationship between Earth's conditions over geologic time and the effect on the diversity of organisms found on Earth, dynamics of Earth's atmosphere, and Earth's freshwater and ocean systems. This course is designed to accelerate and enrich the core curriculum by requiring higher order thinking exercises including a science-based research project. Students who successfully complete the more rigorous work and pace will earn a weighted credit. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Earth Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Physics

324100CW
Grades: 11 – 12
1 credit
Prerequisite: Chemistry 1;
Recommended: Algebra 1

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

Physics Honors

324100HW
Grades: 11 – 12
1 credit
Prerequisite: Chemistry 1 Honors or Chemistry 1 and teacher recommendation; Pre-Calculus or currently enrolled in Pre-Calculus and science teacher recommendation

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

SCIENCE ELECTIVES

Physical Science

321100CW
Grades: 9 – 10
1 credit
Prerequisite: None

This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter. Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities.

Physical Science Honors

321160HW
Grades: 9 – 10
1 credit
Prerequisite: None

This course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions or energy and matter. Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology and the nature of science are infused into the activities. This Honors curriculum is designed to accelerate and enrich the core curriculum requiring higher order thinking exercises including a science-based research project. This course includes learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the South Carolina State Standards in Physical Science CP level courses and the Profile of the South Carolina Graduate. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

Biology 2

322200CW
Grades: 11 – 12
1 credit
Prerequisite: Biology 1; Recommended: Chemistry 1

This course is a continuation of Biology 1 designed for students who have successfully completed Biology 1, plan to take biology courses in college, plan to enter the Advanced Placement Biology program or plan to take dual credit biology courses. The course will focus on structure and function of multicellular organisms; cycles of matter and energy transfer in ecosystems; interdependent relationships in ecosystems; ecosystem dynamics, functioning, and resilience; social interactions and group behavior; inheritance of traits; natural selection and adaptation. This course is taught as a rigorous, introductory college level course. Laboratory coursework is an integral part of this course.

Biology 2 Honors

322200HW
Grades: 11 – 12
1 credit
Prerequisite: Biology 1 and teacher recommendation or Biology 1 Honors; Recommended: Chemistry 1 Honors

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

Chemistry 2

323200CW
Grades: 11 – 12
1 credit
Prerequisite: Chemistry 1, concurrent enrollment in Pre-Calculus and/or teacher recommendation; Recommended: Grade of B or higher in Algebra 2

This course is designed as a continuation of Chemistry 1, for students who have successfully completed Chemistry 1, plan to take chemistry courses in college, plan to enter the Advanced Placement Chemistry program, or plan dual enrollment chemistry courses. Stress will be placed on problem solving in the areas of equilibrium, acid-base chemistry, bonding, electrochemistry, and thermodynamics.

Chemistry 2 Honors

323200HW
Grades: 11 – 12
1 credit
Prerequisite: Chemistry 1 Honors or Chemistry 1 with teacher recommendation; concurrent enrollment in Pre-Calculus

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

Astronomy

325100CW
Grades: 11 – 12
1 credit
Prerequisite: Geometry with Statistics and Algebra 1

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

Marine Science

322510CW
Grades: 11-12
1 credit
Prerequisite: Biology 1 and Chemistry 1

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

Marine Science Honors

322520HW
Grades: 11-12
1 credit
Prerequisite: Biology 1 and Chemistry 1 and teacher recommendation or Honors Biology 1 and Honors Chemistry 1

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

Anatomy and Physiology

326300CW
Grades: 11 – 12
1 credit
Prerequisite: Biology 1; Recommended: Grade of 'B' or better in Biology 1

This course is designed to give students an understanding of some of the major concepts of 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 hierarchical organization of interacting systems and their functions within multicellular organisms to include feedback mechanisms that maintain homeostasis.

Anatomy and Physiology Honors

326300HW
Grades: 11 – 12
1 credit
Prerequisite: Honors Biology 1 or Biology 1, and teacher recommendation

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

Environmental Science

326100CH
Grades: 11 – 12
1⁄2 credit
Prerequisite: Biology 1; Recommended: 1 additional credit of science

This course is designed to allow students to develop an awareness of the environment. Students will understand the way the various aspects of the natural world are interrelated and analyze environmental hazards, natural and man-made, with the goal of using scientific thinking to propose solutions or prevention of risks to our environment. The course is focused on the interrelationship of humans and the total environment to include responsibilities surrounding its care. This course is interdisciplinary and will draw on knowledge from previous science courses.

Forensic Science

324500CW
Grades: 11 – 12
1 credit
Prerequisite: Biology 1 and Chemistry 1

Forensic Science is an intense application of knowledge and skills acquired in Biology and Chemistry courses. Following a brief introduction to criminal law, students will 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.

HIGH SCHOOL SOCIAL STUDIES

One credit of U.S. history, one half credit of government, one half credit of economics, and one additional credit of social studies are required in the diploma program. Four credits 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
Grade: 9
1 credit
Prerequisite: None

This course is designated as a social studies elective and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. 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 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 also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

Human Geography Honors

330700HW
Grade: 9
1 credit
Prerequisite: None

This course is designated as a social studies elective and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Human Geography Honors includes learning and enrichment opportunities that extend beyond the standard course work of a South Carolina College Preparatory CP level course study. Students who successfully complete the more rigorous work earn weighted credit. 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 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 also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

Law Education

333600CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designated as a social studies elective. Law Education students study a practical approach to law-related education. To educate students about law that is useful in everyday life, the course begins with an overview of the legal system and 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 topics.

Modern World History

330600CW
Grade: 10
1 credit
Prerequisite: None

This course is designated as a social studies elective and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Modern World History is generally taught in grade ten. Modern World History students learn about the emergence of the Modern World (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 experience Modern World History through the lens of inquiry 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.

Modern World History Honors

330600HW
Grade: 10
1 credit
Prerequisite: District eligibility criteria

This course is designated as a social studies elective and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Modern World History is generally taught at grade ten. Modern World History Honors includes learning and enrichment opportunities that extend beyond the standard course work of a South Carolina College Preparatory CP level course study. Students who successfully complete the more rigorous work earn weighted credit. Students study Modern World History beginning with the time period of 1300 to present times. Students in this course will learn about the emergence of the Modern World (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 experience Modern World History through the lens of inquiry 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.

US History and the Constitution

332000CW
Grade: 11
1 credit
Prerequisite: Successful completion of Human Geography or Modern World History

This course meets the state graduation requirements for social studies for United States History and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. US History and the Constitution is generally taught at grade eleven. United States History and the Constitution students learn to employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students investigate the impact of American industrialism and capitalism, including being drawn into world wars, American politics, and geopolitics. Through the lens of the Cold War, students study the contemporary era including the age of technological development, increased civic participation, and political party realignment. Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.

US History and the Constitution Honors

332000HW
Grade: 11
1 credit
Prerequisite: Successful completion of Human Geography Honors, Modern World History Honors or AP Human Geography

This course meets the state graduation requirements for social studies for United States History. US History and the Constitution is generally taught at grade eleven. United States History and the Constitution Honors includes learning and enrichment opportunities that extend beyond the standard course work of a South Carolina College Preparatory CP level course study. Students who successfully complete the more rigorous work earn weighted credit. United States History and the Constitution students learn to employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students investigate the impact of American industrialism and capitalism, including being drawn into world wars, American politics, and geopolitics. Through the lens of the Cold War, students study the contemporary era including the age of technological development, increased civic participation, and political party realignment. Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.

Foundations of the American Nation

339900CW
Grade: 10
1 credit
Prerequisite: None

This course does not satisfy the state graduation requirement for the other social studies elective; however, it serves as a general elective. Foundations of the American Nation students are exposed to primary documents and other readings appropriate to the subject matter to build both reading skills and critical thinking skills. Students learn to analyze primary source materials, determine their relevance, and draw conclusions. In addition, students learn to read and interpret maps, charts, graphs, and political articles. (LBA)

African American History

339907CH
Grades: 10 – 12
½ credit
Prerequisite: None

This course is designated as a social studies elective. African American History students explore the role of African Americans during the colonial period, the Civil War, on the frontier, the civil rights struggle, and present times. Students 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
Grade: 12
½ credit
Prerequisite: Successful completion of US History and the Constitution

This course meets the state graduation requirements for social studies and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. United States Government is generally taught at grade twelve. United States Government students learn about 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 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 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

Grade: 12

½ credit

Prerequisite: Successful completion of US History and Constitution Honors

This course meets the state graduation requirements for social studies and aligned to the state-adopted College-and Career-Ready Standards for Social Studies. United States Government is generally taught at grade twelve. United States Government Honors includes learning and enrichment opportunities that extend beyond the standard course work of a South Carolina College Preparatory CP level course study. Students who successfully complete the more rigorous work will earn a weighted credit. United States Government students learn about 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 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 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.

Economics and Personal Finance

330800CH

Grade: 12

½ credit

Prerequisite: None

This course meets the state graduation requirements for social studies and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Economics and Personal Finance is generally taught at grade twelve. Economics and Personal Finance 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 an economist, students learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students 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 survey the impact that 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.

Economics and Personal Finance Honors

330800HH

Grade: 12

½ credit

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

This course meets the state graduation requirements for social studies and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Economics and Personal Finance is generally taught at grade twelve. Economics and Personal Finance Honors includes learning and enrichment opportunities that extend beyond the standard course work of a South Carolina College Preparatory CP level course study. Students who successfully complete the more rigorous work will earn a weighted credit. Economics and Personal Finance 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 an economist, students learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students 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 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.

Current Events/Foreign Policy

333700CW

Grade: 9 – 12

1 credit(s)

Prerequisite: none

This course is designated as a social studies elective. In this course, students are introduced to major issues of the day and develop an in-depth understanding and appreciation for current events. The focus of the class is on issues that affect the student as a resident of the world, the U.S., South Carolina, and Columbia. Students follow daily news events and are expected to understand the social, political and economic issues that impact society on a daily basis. The learning objectives for this course include the following: make connections between current events and history, enhance the student's understanding of world events, encourage students to be informed citizens, and help students to make intelligent decisions as they take their place in history.

Sociology

334500CW

Grades: 11-12

1 credit

Prerequisite: None

This course is designated as a social studies elective. Sociology students learn to 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 is 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

Grades: 11 – 12
1 credit
Prerequisite: None

This course is designated as a social studies elective. Psychology 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.

HIGH SCHOOL 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 credit s of the same world language. It is strongly recommended that all college-bound students complete three to four credits for 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 80% in level 2 College Preparatory courses.

South Carolina Seal of Biliteracy: 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/.

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

Chinese 1

461101CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed as an introduction to the Chinese language and culture using an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range)

Chinese 2

461202CW
Grades: 10 – 12
1 credit
Prerequisite: Chinese 1

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

Chinese 3

461303CW
Grades: 11 – 12
1 credit
Prerequisite: Chinese 2

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

Chinese 3 Honors

461303HW
Grades: 12
1 credit
Prerequisite: A grade A grade higher than 80 in Chinese 2

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

Chinese 4 Honors

461404HW
Grades: 12
1 credit
Prerequisite: A grade higher than 80 in Chinese 3 Honors

This course is a sequel to Chinese III. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth-year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. South Carolina World Languages Proficiency scale (Intermediate Low Range). At the end of this course, students should score an Intermediate–Low in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

Introduction to High School French

369921CW
Grades: 9 – 11
1 credit
Prerequisite: None

This course is an introductory level to French Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range). This course does not count as a World Language elective for state or college entry requirements. This is a general elective course. (LBA)

French 1

361101CW
Grades: 9 – 10
1 credit
Prerequisite: None

This course is designed as a sequel to Introduction to high school French and uses an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range).

French 2

361202CW
Grades: 9 – 11
1 credit
Prerequisite: French 1

This course is a sequel to French 1. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in1activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-High to Intermediate-Low Range).

French 3

361303CW
Grades: 9 – 12
1 credit
Prerequisite: French 2

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

French 3 Honors

361303HW
Grades: 9 – 12
1 credit
Prerequisite: A grade higher than 80 in French 2

This course is a sequel to French 2 that targets students that have shown exceptional capabilities on language acquisition at the previous level. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in a more rigorous and accelerated curriculum that includes activities that stimulate communication, promote a higher level of critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. 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. South Carolina World Languages Proficiency scale (Intermediate-Mid Range).

French 4 Honors

361404HW
Grades: 10 – 12
1 credit
Prerequisite: A grade higher than 80 in French 3 Honors

This course is a sequel to French 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth-year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. South Carolina World Languages Proficiency scale (Intermediate-Mid Range). At the end of this course, students should score an Intermediate–Mid score in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

French 5 Honors

361505HW
Grades: 11 – 12
1 credit
Prerequisite: A grade higher than 80 in French 4 Honors

This course is designed to offer students who have successfully completed French 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students' linguistic and cultural enrichment. South Carolina World Languages Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes). At the end of this course, students should score an Intermediate-Mid score in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

German 1

362101CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed as an introduction to the German language and culture using an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range).

German 2

362202CW
Grades: 10 – 12
1 credit
Prerequisite: German 1

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

German 3

362303CW
Grades: 10 – 12
1 credit
Prerequisite: German 2

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

German 3 Honors

362303HW
Grades: 10 – 12
1 credit
Prerequisite: A grade higher than 80 in German 2

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

German 4 Honors

362404HW
Grades: 10 – 12
1 credit
Prerequisite: A grade higher than 80 in German 3 Honors

This course is a sequel to German 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth-year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversions, give instructions and compose simple reports. South Carolina World Languages Proficiency scale (Intermediate-Mid Range). At the end of this course, students should score an Intermediate–Mid score in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

German 5 Honors

362500HW
Grade:
1 credit
Prerequisite: A grade higher than 80 in German 4 Honors

This course is designed to offer students who have successfully completed German 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students' linguistic and cultural enrichment. South Carolina World Languages Proficiency scale (Intermediate-High Range. Some may begin to demonstrate Advanced-Low characteristics in some of the modes). At the end of this course, students should score an Intermediate-Mid to Intermediate High score in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

Introduction to High School Latin

369931CW
Grades: 9-12
1 credit
Prerequisite: None

This course is an introductory level to Latin Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range). This course does not count as a World Language elective for state or college entry requirements. This is a general elective course. (LBA)

Latin 1

363101CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed as a sequel to Introduction to High School Latin and uses an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range)

Latin 2

363202CW
Grades: 9 – 11
1 credit
Prerequisite: Latin 1

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

Latin 3

363303CW
Grades: 9 – 12
1 credit
Prerequisite: Latin 2

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

Latin 3 Honors

363303HW
Grades: 9 – 12
1 credit
Prerequisite: A grade higher than 80 in Latin 2

This course is a sequel to Latin 2 that targets students that have shown exceptional capabilities in 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. South Carolina World Languages Proficiency scale. (Intermediate Mid-Range)

Latin 4 Honors

363404HW
Grades: 10 – 12
1 credit
Prerequisite: A grade higher than 80 in Latin 3 Honors

This course is a sequel to Latin 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their understanding of the literature of ancient Rome, and their linguistic and cultural awareness. The fourth-year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversions, give instructions and compose simple reports. South Carolina World Languages Proficiency scale (Intermediate-Mid Range). At the end of this course, students should score an Intermediate–Mid score in all modes of communication, in a Latin language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

Latin 5 Honors

363605HW
Grades: 11 – 12
1 credit
Prerequisite: A grade higher than 80 in Latin 4 Honors

This course is designed to offer students who have successfully completed Latin 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students' linguistic and cultural enrichment. South Carolina World Languages Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes). At the end of this course, students should score an Intermediate-Mid score in all modes of communication in a Latin language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

Introduction to High School Spanish

369941CW
Grades: 9 – 11
1 credit
Prerequisite: None

This course is an introductory level to Spanish Language Learning. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range). This course does not count as a World Language elective for state or college entry requirements. This is a general elective course. (LBA)

Spanish 1

365101CW
Grades: 9 – 10
1 credit
Prerequisite: None

This course is designed as an introduction to the Spanish language and culture using an eclectic approach to language learning. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. South Carolina World Languages Proficiency scale (Novice-Low to Novice-Mid Range)

Spanish 2

365202CW
Grades: 9 – 11
1 credit
Prerequisite: Spanish 1

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

Spanish 3

365303CW
Grades: 9 – 12
1 credit
Prerequisite: Spanish 2

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

Spanish 3 Honors

365300HW
Grades: 9 – 12
1 credit
Prerequisite: A grade higher than 80 in Spanish 2

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

Spanish 4 Honors

365404HW
Grades: 10 – 12
1 credit
Prerequisite: A grade higher than 80 in Spanish 3 Honors

This course is a sequel to Spanish 3 Honors. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The fourth-year student will be able to draw conclusions and make inferences from print and non-print materials dealing with familiar topics. The student will be able to ask questions, narrate and describe in original sentences, participate in casual conversations, give instructions and compose simple reports. South Carolina World Languages Proficiency scale (Intermediate-Mid Range). At the end of this course, students should score an Intermediate–Mid score in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

Spanish 5 Honors

365505HW
Grades: 11 – 12
1 credit
Prerequisite: A grade higher than 80 in Spanish 4 Honors

This course is designed to offer students who have successfully completed Spanish 4 Honors the opportunity to continue their language study. An eclectic approach to language learning will be used. As suggested within the South Carolina World Languages Framework and the South Carolina Standard for World Language Proficiency, this course integrates the three competencies for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their communicative ability in the language studied as well as their cultural awareness. The instructor will also use a variety of authentic poetry, short stories, art, music, films and other media to provide for the students' linguistic and cultural enrichment. South Carolina World Languages Proficiency scale (Intermediate-Mid Range. Some may begin to demonstrate Intermediate-High characteristics in some of the modes). At the end of this course, students should score an Intermediate-Mid score in all modes of communication, in the AVANT STAMP language proficiency test to qualify for the South Carolina Seal of Biliteracy recognition.

HIGH SCHOOL PHYSICAL EDUCATION

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

Physical Education 1

Meets the PE graduation requirement

344100CW
Grades: 9
1 credit
Prerequisite: None

This course is designed for the student to achieve and maintain a health-enhancing level of physical fitness and provide the student with the opportunities to develop and demonstrate competency in at least two lifetime activities including individual, partner, and team sports as outlined in the South Carolina Physical Education Standards. The student will assess his/her physical fitness level, develop a personal fitness program, and a nutrition plan, and document his/her program through participation in physical activity inside and outside the physical education class. This course meets the adopted South Carolina Standards for Physical Education and is the foundation course for all other physical education courses. This course meets the physical education graduation requirement. JROTC 1 or a SCDE-approved Marching Band with Physical Education course may substitute for Physical Education 1. PE 1 cannot have honors academic weighting. (The qualifying JROTC courses are 375110CW, 375120CW, or 375130CW. The qualifying Marching Band with Physical Education Course is 45A000CW).

Marching Band with Physical Education

Meets the PE graduation requirement

45A000CW Grades 9-12 (Recommended Grade 9)
1 credit
Prerequisite: For Marching Band with Physical Education: "C" or higher in Instrumental Music: Band – Advanced; teacher recommendation.

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 credit of Marching Band with Physical Education.

PHYSICAL EDUCATION ELECTIVES

Physical Education 2

344201CW
Grades: 10-12
1 credit
Prerequisite: Physical Education 1

This course is designed for the student to extend their health-enhancing level of physical fitness and provide the student with the opportunities to demonstrate and expand their competency in at least one lifetime activity to include individual, partner, and/or team sports as outlined in the South Carolina Physical Education Standards. The student will assess his/her physical fitness level, develop/review and revise a personal fitness and nutrition program tailored to the chosen activity, and document his/her program through the development and maintenance of a fitness portfolio. This course is an elective at the high school level for students who have successfully completed the physical education requirement for graduation. It cannot be used for the PE graduation requirement. The course must have a distinct course curriculum, syllabus, and pacing guide and must be a separate course from PE 1.

Physical Education 2: Weightlifting

344205CH
Grades: 10 – 12
1⁄2 credit
Prerequisite: Physical Education 1

This course is designed for the student to extend their health-enhancing level of physical fitness and provide the student with the opportunities to demonstrate and expand their competency in weight training as outlined in the South Carolina Physical Education Standards. The student will assess his/her physical fitness level, develop/review and revise a personal fitness and nutrition program tailored to the chosen activity, and document his/her program through the development and maintenance of a fitness portfolio. This course is an elective at the high school level for students who have successfully completed the physical education requirement for graduation. It cannot be used for the PE graduation requirement. The course must have a distinct course curriculum, syllabus, and pacing guide and must be a separate course from PE 1.

Body Conditioning 1

349911CW
Grade: 10
1 credit
Prerequisite: Physical Education 1

This course is a beginning level of weight training for males and females who are interested in improving their overall health and fitness levels. This course will be an introduction for most students with a focus on weight training that will also include a continuation of flexibility and cardiovascular fitness. The points of emphasis will be on students' creating a healthy lifestyle and functional body weight to enjoy physical activities throughout their lifetime. This course is a starting point to gain muscular strength and muscular endurance following a teacher designed program. (LBA)

Body Conditioning 2

349912CW
Grades: 10 – 12
1 credit
Prerequisite: Body Conditioning 1

This course is a continuation of body conditioning for the students who are serious about their health and fitness level. All male and female students will be able to continue to gain muscular strength and muscular endurance through weight training and cardiovascular activities. This course is advanced and comprehensive in weight training, flexibility, and cardiovascular exercises with a specialized approach. All students can lift specialized needs, either personal or athletic. The demands for this class will be more personalized with teacher-student involvement in creating programs. All students will design their own programs based upon a personal assessment. (LBA)

Body Conditioning 3

349913CW
Grades: 11 – 12
1 credit
Prerequisite: Physical Fitness/Body Conditioning 2

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

Unified Physical Education 1 – 4

349921CW; 349921CH
349922CW; 349922CH
349923CW; 349923CH
349924CW; 349924CH
Grade: 9 – 12
0.5 credit or 1 credit

This course supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment. **This course does not satisfy the PE graduation requirement. (LBA)**

Personal Health and Wellness

Required for Graduation

340200CH

Grade: 9-12

1⁄2 credit

Prerequisite: None

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

Family and Community Health

340100CH

Grade: 9-12

1⁄2 credit

Prerequisite: None

This course is a health elective that expands upon the personal health course to include instructional units on public/ community health issues; health services, providers and resources; consumer health, safety; and environmental health. This course cannot be used for the Personal Health and Wellness graduation requirement.

HIGH SCHOOL JROTC

Junior Reserve Officers' Training Corps (JROTC) is the largest youth program, with an accredited curriculum, in high school. It serves as a character and leadership development program for our nation's high school students. High school students enrolled in JROTC are "Cadets."

The program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

This program's design focuses on the development of better citizens by building skills in leadership, personal growth and behaviors, citizenship, decision making, health and fitness, first aid, team building, service learning, and geography; all within a student-centered learning environment. The program provides students with the opportunity to earn up to eight elective credits that can lead to advanced rank when entering military service. There is no mandatory military obligation attached to a student taking any part of this program. One year of JROTC will fulfill the South Carolina diploma requirements for one credit of physical education. The JROTC program is a cooperative effort between the military service and RCSD1.

Beginning with the graduating Class of 2026, JROTC is designated as a Career-Ready Completer program that allows students to earn CTE Completer status with the completion of the four required JROTC courses

Army JROTC is offered at A.C. Flora (ACFHS), Lower Richland (LRHS), and W.J. Keenan (WJKHS). Air Force JROTC is offered at C.A. Johnson (CAJHS) and Columbia (CHS). Navy JROTC is offered at Dreher (DHS) and Eau Claire (ECHS).

Enrollment Requirements for JROTC

To be eligible for enrollment and continuance as a member of the JROTC unit, each Cadet/student must meet the following requirements:

- Education. The Cadet/student must be enrolled in and attending a full-time regular course at an institution offering JROTC instruction or at a full-time accredited educational activity that has an agreement with the school (including a home-school student) to allow participation in JROTC.
- Grade. The student must be in a grade above the eighth grade during the school year of enrollment. NOTE: Exception given to those schools with approved 8th grade implementation (pre-freshmen) authorization.
- Academic standing. The student must maintain an acceptable standard of academic achievement and standing as required by JROTC and the school.
- Conduct and character. Cadets must maintain an acceptable standard of conduct. Those in leadership positions are expected to demonstrate high personal standards to set the example. All Cadets should be honest and self-reliant; they should have a sense of personal and social responsibility in performing credit and other academic assignments. They must exhibit self-discipline and respect for constituted authority, through observance of laws, rules, and regulations; by prompt and regular attendance at instruction and in their general demeanor. Cadets who fail to meet standards will be removed from leadership positions. All Cadets will be screened at the end of each school year and will only be readmitted to JROTC with the approval of the senior instructor.
- Physical ability. Students must be medically qualified to participate in a rigorous program of drill and physical fitness training.
- JROTC Uniform. The student must agree to wear the supplied uniform on the designated day of each week and comply with specified personal grooming standards.
- Military Obligation. Cadets do not incur any military obligation as participants in JROTC.

JROTC 1

Grades: 9 – 12
Prerequisite: None
0.5 Credit; 1 Credit
Meets the PE graduation requirement

Army JROTC 1

375102CH; 375102CW

Army JROTC 1 Leadership Education and Training (LET1) – The Emerging Leader – is the first of four core courses in the Army JROTC high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens, first year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters: JROTC Foundations, Personal Growth and Behaviors, Team Building, Decision Making, and Health and Fitness. Service Learning is also a required element of the JROTC program.

Air Force JROTC 1

375101CH; 375101CW

Air Force JROTC 1 focuses on three areas of study: Aerospace Science, Leadership Education, and Wellness. The course traces the history of air power from the origins of flight to World War II and the relationship of air power to historical events, with an in-depth review of civil aviation and the progression of flight technology.

Navy JROTC 1

375105CH; 375105CW

Navy JROTC 1 introduces students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future; develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at the fundamental level.

JROTC 2

Grades: 10-12
Prerequisite: Previous JROTC course in the sequence
1 Credit
Meets the PE graduation requirement for students who successfully completed JROTC1 in 8th Grade.

Army JROTC 2
375202CW

Army JROTC 2 Leadership Education and Training (LET2) – The Developing Leader – builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active learning lessons within eight chapters: Leadership, Personal Growth and Behaviors, Team Building, First Aid, Decision Making, Health and Fitness, Service Learning, and Citizenship and Government.

Air Force JROTC 2
375201CW

Air Force JROTC 2 sequence of courses includes the study of political and military forces beginning with World War II, the development of the U.S. Air Force, the advent of the Space Age, contemporary aerospace issues, technology, meteorology, aviation physiology, the principles of flight, basic air navigation, written and oral communication skills, personal financial management, nature of the universe, the solar system, space exploration, the customs and courtesies related to the U.S. flag, and first aid.

Navy JROTC 2
37520CW

Navy JROTC 2 builds on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in cadets, introduce cadets to technical areas of naval science, and engender a deeper awareness of the vital importance of the world oceans to the continued wellbeing of the United States.

JROTC 3

Grades: 11-12
Prerequisites: Previous JROTC course in the sequence
1 Credit

Army JROTC 3

375302CW

Army JROTC 3 Leadership and Education Training (LET) – The Supervising Leader – builds upon the mastery of LET 1 and skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community. There are 20 active-learning lessons within seven chapters: Leadership, Personal Growth and Behaviors, Team Building, Decision Making, Health and Fitness, Service Learning, and Citizenship and Government.

Air Force JROTC 3

375301CW

Air Force JROTC 3 sequence of courses includes the study of political and military forces beginning with World War II, the development of the U.S. Air Force, the advent of the Space Age, contemporary aerospace issues, technology, meteorology, aviation physiology, the principles of flight, basic air navigation, written and oral communication skills, personal financial management, nature of the universe, the solar system, space exploration, the customs and courtesies related to the U.S. flag, and first aid.

Navy JROTC 3

375305CW

Navy JROTC 3 broadens the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, the fundamentals of American democracy, and to expand their understanding of naval academic subjects.

JROTC 4

Grades: 11-12
Prerequisites: Previous JROTC course in the sequence
1 Credit

Army JROTC 4

375402CW

Army JROTC 4 Leadership Education and Training (LET) – The Managing Leader – provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager. There are 12 active-learning lessons within five chapters: Leadership, Personal Growth and Behaviors, Team Building, Service Learning, and Citizenship and Government.

Air Force JROTC 4

375401CW

Air Force JROTC 4 sequence of courses includes the study of political and military forces beginning with World War II, the development of the U.S. Air Force, the advent of the Space Age, contemporary aerospace issues, technology, meteorology, aviation physiology, the principles of flight, basic air navigation, written and oral communication skills, personal financial management, nature of the universe, the solar system, space exploration, the customs and courtesies related to the U.S. flag, and first aid.

Navy JROTC 4

375405CW

Navy JROTC 4 course is focused solely on practical leadership. The intent is to assist the senior in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success through the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets.

MILITARY SCIENCE 1

Grades: 9 – 12
Prerequisite: None
0.5 Credit; 1 Credit

Army Military Science 1

658502CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Air Force Military Science 1

658501CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Navy Military Science 1

658505CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

MILITARY SCIENCE 2

Grades: 9 – 12
Prerequisite: JROTC 1 or Military Science 1
0.5 Credit; 1 Credit

Army Military Science 2

658602CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Air Force Military Science 2

658601CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Navy Military Science 2

658605CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

MILITARY SCIENCE 3

Grades: 9 – 12
Prerequisite: JROTC 2 or Military Science 2
0.5 Credit; 1 Credit

Army Military Science 3

658702CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Air Force Military Science 3

658701CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Navy Military Science 3

658705CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

MILITARY SCIENCE 4

Grades: 9 – 12
Prerequisite: JROTC 3 or Military Science 3
0.5 Credit; 1 Credit

Army Military Science 4

658702CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Air Force Military Science 4

658701CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

Navy Military Science 4

658705CW

Military Science offers instruction as a complement to the JROTC course. Instructional units can offer extracurricular activities like color guard/drill team, marksmanship, and field trips to military installations. Military Science courses will include the study and practical application of leadership and management skills. Students will be responsible for mission planning and execution, strategic planning, goal setting, measurement techniques, and briefing skills.

JROTC Internship, Work-Based Credit

Grades: 10 – 12
Prerequisite: JROTC 1 or Military Science 1
0.5 Credit; 1 Credit

Army Internship, WBL

658902CW

JROTC internship and/or work-based learning experiences provide students with the opportunity to extend classroom learning to actual work environments. JROTC student interns may work during school, as their schedule allows and have suitable transportation. JROTC students may also participate in internship experiences during non-school hours. Interns are encouraged to work 40 practical experience hours, or the highest number of hours required by industry-defined competencies.
The student must have earned a minimum of one JROTC Carnegie unit related to the work-based learning placement to meet College and Career Readiness standards.

Air Force Internship, WBL

658901CW

JROTC internship and/or work-based learning experiences provide students with the opportunity to extend classroom learning to actual work environments. JROTC student interns may work during school, as their schedule allows and have suitable transportation. JROTC students may also participate in internship experiences during non-school hours. Interns are encouraged to work 40 practical experience hours, or the highest number of hours required by industry-defined competencies.
The student must have earned a minimum of one JROTC Carnegie unit related to the work-based learning placement to meet College and Career Readiness standards.

Navy Internship, WBL

658905CW

JROTC internship and/or work-based learning experiences provide students with the opportunity to extend classroom learning to actual work environments. JROTC student interns may work during school, as their schedule allows and have suitable transportation. JROTC students may also participate in internship experiences during non-school hours. Interns are encouraged to work 40 practical experience hours, or the highest number of hours required by industry-defined competencies.
The student must have earned a minimum of one JROTC Carnegie unit related to the work-based learning placement to meet College and Career Readiness standards.

Summer Leadership School 1

375141CH
Grades: 9 – 10
1⁄2 credit
Prerequisite: One or more units of Junior ROTC and recommendation of the senior instructor

This course is an intense round-the-clock performance-oriented course that provides students an opportunity to learn leadership roles in their school and units. Students are placed in a living leadership laboratory and perform various leadership and fellowship roles each day. The curriculum consists of 36 hours of academic training involving classes in peer mediation, buddy first aide, drill and ceremonies, land navigation, marksmanship, orienteering, leadership skills, problem solving, and teamwork. An additional 36 hours of training involves participation in sportsmanship, physical training, and leadership roles practice. Students are scored in individual and team phases of training. Students live in student dormitories on the training campus under supervision and guidance of instructors. Students must wear the prescribed uniform during training.

Summer Leadership School 2

375242CH
Grades: 10 – 11
1⁄2 credit
Prerequisite: Successful completion of Summer Leadership 1, two or more credit s of Junior ROTC, and recommendation of the senior instructor

This course is an intense round-the-clock performance-oriented course that provides an opportunity for cadets to learn leadership roles in their schools and units. Second year students are placed in a living leadership laboratory and perform various leadership and training roles as cadre each day. The cadre cadets are placed in operational and support positions and are responsible to instruct or assist in instruction of various activities such as drill and ceremonies, land navigation, marksmanship, physical training, orienteering, leadership reaction problems, problem solving, teamwork, and sportsmanship exercises. Cadre Cadets are scored in individual and team phases of training. Students live in student dormitories on the training campus under supervision and guidance of instructors. Cadre, under the supervision of an instructor, are directly responsible for the training of SLS I cadets. Note: Students must be in top physical shape due to the intensity of the training.

Summer Leadership School 3

375343CH
Grades: 11 – 12
1⁄2 credit
Prerequisite: Successful completion of Summer Leadership 1 and II, three or more credit s of Junior ROTC, and recommendation of the senior instructor

This course is an intense round-the-clock performance-oriented course that provides an opportunity for cadets to learn leadership roles in their schools and units. Third year students are placed in a living leadership laboratory and perform various leadership and training roles. These cadets perform the top leadership roles of the school and are responsible for leading and training the SLS I and II cadets. Cadre cadets lead in activates such as drill and ceremonies, land navigation, marksmanship, physical training, orienteering, leadership reaction problems, problem solving, teamwork, and sportsmanship exercises, SLS cadets are scored in individual and team phases of training. Students live in student dormitories on the training campus under supervision and guidance of instructors. NOTE: Students must be in top physical shape due to the intensity of the training.

Ground School for Flying

375437CW
Grades: 11 – 12 (10, in exceptional cases)
1 credit
Prerequisite: Minimum one year of JROTC in any service. Instructor recommendation. (Instructor may require concurrent enrollment in JROTC 2, 3, or 4

Private Pilot Ground School. This is an Aviation Fundamental course that will prepare the student for the Federal Aviation Administration (FAA) Private Pilot written examination. The course includes a brief overview of airplanes and their components, principles of flight basic aerodynamic principles related to the four forces of flight, meteorology for pilots, basic navigation, aviation physiology, aircraft systems and performance, and FAA regulations. This ground school course is an advanced, in-depth study of aerospace topics and is the foundation for students interested in receiving a private pilot's license. When the course is completed, the students should be prepared to take and pass the FAS examination. As with other JROTC courses, cadets will be expected to meet or exceed grooming standards and conform to the rules and regulations that govern the JROTC program.

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

Instrumental Music: Band – Exploratory

359901CW
Grades: 9 – 12
1 credit
Prerequisite: Interest; Teacher recommendation

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

Instrumental Music: Band 1, 2, 3, and 4 (Concert)

353111CW, 353212CW, 353313CW, 353414CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit 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 3 Honors & 4 Honors

353313HW, 353414HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: "C" or higher in previous courses in the numbering sequence of Instrumental Music: Band – Concert; teacher recommendation.

These courses are designed for advanced students who have successfully completed previous courses in Instrumental Music: Band – Concert and who are interested in pursuing honors credit. The level 3 and 4 honors courses are more demanding than the CP level of Instrumental Music: Band –Concert, and include extension, acceleration and enrichment activities. Students will be required to perform advanced instrumental techniques. Students are required to participate in ensembles outside of the school setting, take an active leadership role in the band organization, meet a required level of personal practice, and, at level 4 honors, successfully complete personalized honors level projects which integrate rigorous, complex, challenging, and creative activities. . Students must show growth in assessments aligned with honors level curriculum. These courses may be offered as a complete ensemble consisting of brass, woodwind, and percussion, or as a single section, or as a combination of any two.

Instrumental Music: Band 1, 2, 3, and 4 (Marching)

353122CW, 353222CW, 353323CW, 353424CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit 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.

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 3 Honors & 4 Honors (Marching)

353323HW, 353424HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: "C" or higher in previous courses in the numbering sequence of Instrumental Music: Band – Marching; teacher recommendation.

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

Instrumental Music: Jazz Band 1, 2, 3, and 4

453122CW, 453222CW, 453322CW, 453422CW

Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: For Instrumental Music: Jazz Band 1, Audition; teacher recommendation. For Instrumental Music: Jazz Band 2, 3, and 4: "C" or higher in previous course in the numbering sequence; teacher recommendation.

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

Instrumental Music: Guitar 1, 2, 3 and 4

356701CW, 458002CW, 458103CW, 458204CW

Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: For Instrumental Music: Guitar 1: Teacher recommendation and student interest. For Instrumental Music: Guitar 2, 3, and 4: Previous course in the numbering sequence of Guitar.

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

Instrumental Music: Guitar 3 Honors and Guitar 4 Honors

458103HW, 458204HW

Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: Previous courses in the numbering sequence and teacher recommendation.

These courses are designed for advanced students who have successfully completed previous courses in Instrumental Music: Guitar and are interested in pursuing honors credit. Levels 3 and 4 honors courses are more demanding than the CP level of Instrumental Music; Guitar, and include extension, acceleration and enrichment activities. Students will be required to perform advanced instrumental techniques needed to perform advanced repertoire pieces. Students are required to participate in ensemble and solo performances outside of the school setting, assume leadership responsibilities in Guitar ensembles, meet a required level of personal practice, and, at level 4 honors, complete personalized honors level projects which include rigorous, complex, challenging, and creative activities. Students must show growth in assessments aligned with honors level curriculum.

Instrumental Music: Steel Drums 1, 2, 3, and 4

454801CW, 454802CW, 454803CW, 454804CW

Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades 11 – 12
Level 4: Grade 12
1 credit each
Prerequisite: None

These courses are designed for high school students to develop their ability to read and play music on Steel Drums. Immersed in all aspects of music, students transcribe songs, learn to sight-read accurately and expressively, and analyze forms of music as to musical elements, techniques and use of form. Students perform by themselves and in ensembles songs which shall include traditional calypso to current modern music, accurately and artistically. Students will also study musicians, historical aspects, and music developed in various cultures and time periods. Students will develop the ability, using specific criteria for judging and evaluating the quality and effectiveness of music and performances, to better understand why and how people from diverse parts of the world create and respond to music. Students will then apply the same criteria to their own work, and explore connections, relationships and applications about how music relates to careers. Students have the opportunity to perform in the class setting, as well as in public performances. They will develop principles of ensemble membership and responsibilities that accompany the care of those relationships, and the care of the equipment entrusted to them. Rehearsals and performances outside of class are required.

Instrumental Music: Orchestra – Exploratory

359900CW; 359900CH

Grades: 9-12
1 credit ; 0.5 credit
Prerequisite: Interest; Teacher recommendation

These courses are for students who have not been enrolled in the regular sequence of the District Orchestra Curriculum. It is designed to assist students in developing skills and talents to perform and participate in high school ensembles. Instruction will be based on the District Middle School Orchestra Curriculum Guide. Limited ensemble participation which includes performances and rehearsals outside of regularly scheduled school hours may be required. Scope includes strings technique, tone quality, intonation, rhythm and meter, keys, scales, notation, individual and group performance, sight-reading and ear training, form and analysis, and music history and culture. (LBA)

Instrumental Music: Orchestra 1, 2, 3 and 4

355102CW, 355200CW, 355300CW, 355400CW

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

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

Instrumental Music: Orchestra 3 Honors & 4 Honors

355300HW, 355400HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation.

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

Instrumental Music: Piano 1 and 2

454100CW, 454200CW
Grades: 9 – 12
1 credit
Prerequisite: For Instrumental Music: Piano 1: Interest in playing piano, composition and music technology. For Instrumental Music: Piano 2: Instrumental Music: Piano 1

These courses are designed for instruction in the basic fundamentals of piano keyboard playing, composition, music technology, music theory, individual and group playing, sight-reading, and ear training. Instrumental Music: Piano 2 will expand to include more demanding technical skills and repertoire.

World Music (1)

458401CW
Grades: 9-12
1 credit
Prerequisite for World Music 1: None

This course is designed for fundamental instruction in music from around the globe. It integrates cultural and geographical knowledge, both past and present instruments, musical notation, and musical form. Students will identify and perform a variety of music from a broad world sample and will generate music in various world styles. Instrumentation may include, but is not limited to Steel Drums, African Drums other percussion, a variety of flutes, etc. Rehearsals and performances outside of regularly scheduled school hours may be required.

World Music (2)

459972CW
Grades: 9-12
1 credit
Prerequisite: World Music 1; teacher recommendation

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

Music Appreciation 1

356101CW
Grades 9-12
1 credit
Prerequisite: None

This course 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 credit offering.

Music Appreciation 1

356100CH
Grades 9-12
1⁄2 credit
Prerequisite: None

This course is for students who enjoy music and wish to learn more about its role and importance in our lives. Topics such as music as an expression of who we are, music as an invitation to move, music to let us create, music to understand life's meaning, music to tell the story of our lives, music to chronicle history, and music to characterize an age are included. Students study music through recordings, films, written materials, and electronic media.

Music Theory

459974CW
Grades: 11 – 12
1 credit
Prerequisite: Previous music training; Teacher recommendation

This course is designed for serious students of music. It is a basic course of study in music styles and structure. Scales, chords, keys, modes, meter, and rhythm are taught through sight-singing and keyboard experience, written theory, and composition. (LBA)

Musical Theatre

359903CW
Grades: 10 – 12
1 credit
Prerequisites: 1 year of a performing arts class (Theatre 1, Dance 1, or Chorus 1), or permission of instructor, which could be granted via an audition or interview.

This course focuses on musical theatre as a collaborative art that synthesizes theatre, music, and dance. The course focuses on musical theatre history and technique for the first semester and moves into musical theatre production for the second semester. Students will receive training in various subjects related to musical theatre, including movement, vocal work, dance, and characterization. They will put those techniques into practice through performances for the school or public. Ideally the course would be team taught by instructors of different disciplines, including theatre, chorus, and dance. (LBA)

Chorus 1, 2, 3 and 4

354103CW, 354200CW, 354300CW, 354400CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit 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.

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 3 Honors & 4 Honors

354300HW, 354400HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation.

These courses are designed for advanced students who have successfully completed previous courses in Chorus and who are interested in pursuing honors credit. An audition and/or Choral teacher recommendation is required. Levels 3 and 4 honors courses are more demanding than the CP level of Chorus, and include extension, acceleration, and enrichment activities. Students will be required to perform advanced high school repertoire and techniques. Students are required to participate in ensembles outside of the school setting, take an active role in leadership duties, meet a required level of personal practice, and, at level 4 honors, successfully complete personalized honors level projects which include rigorous, complex, challenging and creative activities. Students must show growth in assessments aligned with honors level curriculum. After school rehearsals are required. A special outfit may be required at the discretion of the director.

Dance: Exploratory

359961CH
Grades 9-12
½ Credit
Prerequisite: Interest and Teacher recommendation

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

Dance: Exploratory

359961CW
Grades 9-12
1 Credit
Prerequisite: Interest and Teacher recommendation

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

Dance 1, 2, 3 and 4

450102CW, 450204CW, 450306CW, 450408CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit 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.

These courses are designed to further develop strength, flexibility, control, and endurance. Concentration will be placed upon accurate execution of skills in isolated form and in combinations of increasing length and difficulty. Scope includes intense and practical study of dance as communication, continued mastery of a minimum of 4 dance styles and genres, elements of production, careers in dance, the importance of dance to lifetime fitness, and dance history. Participation in performances is mandatory. Some after-school rehearsals may be required. Special clothing and shoes may be required at the discretion of the instructor.

Dance 3 Honors & 4 Honors

450306HW, 450408HW
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit each
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation.

These courses are designed for advanced students who have successfully completed previous courses in Dance and who are interested in pursuing h honors credit. Levels 3 and 4 honors courses are more demanding than the CP levels of Dance, and include extension, acceleration, and enrichment activities. Students will be required to investigate preparation for dance professions and the options for training beyond the secondary level. Students are expected120 to attend performances and/or participate in dance ensembles outside of the school settings, take a leadership role in the dance organization, meet a required level of personal practice. Students are required to successfully complete personalized honors level projects and presentations which include rigorous, complex, challenging and creative activities in Levels 3 and 4 honors. Students must show growth in assessments aligned with the honors level curriculum.

Theatre: Exploratory

359951CH
Grades: 9 – 12
1⁄2 credit
Prerequisite: Interest and Teacher recommendation

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

Theatre: Exploratory

359951CW
Grades: 9 – 12
1 credit
Prerequisite: Interest and Teacher recommendation

This course is designed to allow students who have little or no previous training to begin Theatre instruction at the high school level. It allows students to explore the discipline of Theatre, focusing on an introduction to the methods and skills of acting within the classroom context. Students will learn and apply basic acting techniques to acting labs, acting exercises, monologues and/or scenes, audition techniques, movement and voice. No course prerequisites are required other than student expressed interest and teacher recommendation. This course involves more rigorous studies and broader explorations of the same topics addressed in the ½ credit offering. (LBA)

Technical Theatre 1

452500CW
Grades: 9 – 12
1 credit
Prerequisite: Interest and Teacher recommendation

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

Theatre 1, 2, 3, and 4

452100CW, 452200CW, 452300CW, 452400CW
Level 1: Grades: 9 – 12
Level 2: Grades: 10 – 12
Level 3: Grades: 11 – 12
Level 4: Grade: 12
1 credit 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.

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 these aspects of theater will be taught in the classroom and in practical application through public performances of full-length plays, evenings of one-act plays, or the equivalent. Participation in performances is mandatory. Some after-school rehearsals may be required. Special clothing and shoes may be required at the discretion of the instructor.

Theatre 3 Honors and 4 Honors

452300HW, 452400HW
Level 3 Honors: Grades: 11 – 12
Level 4 Honors: Grade: 12
1 credit each
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation.

These courses are designed for advanced students who have successfully completed previous courses in Theatre and who are interested in pursuing honors credit. Levels 3 and 4 honors courses are more demanding than the CP level of Theatre, and include extension, acceleration, and enrichment activities. There will be a concentrated study of various theatre careers besides acting. Students will be required to perform advanced theatrical techniques and are required to participate in theatrical experiences outside of the school setting. They are required to take a leadership role in the theatre program, meet a required level of personal practice and, at level 4 honors, successfully complete personalized honors level projects which include rigorous, complex, challenging, and creative activities. Students must show growth in assessments aligned with honors level curriculum.

Art 1

350100CW
Grades: 9-12
1 credit
Prerequisite: None

This is an introductory course to both two-dimensional and three-dimensional design. This studio-based course will focus on drawing, painting, and sculpture. Emphasis is placed on knowledge of basic design concepts in visual art expression. This course is meant to expose students to a variety of art materials, styles and processes.

Art 2 and 3

350200CW, 350300CW
Level 2: Grades: 10 – 12
Level 3: Grades 11 – 12
1 credit each
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation.

These courses are designed for in-depth studio experiences in drawing, painting, printmaking, sculpture and contemporary approaches to creating and responding to works of art. Exposure to the historical and cultural backgrounds of various periods and artists is included. Portfolios are developed, maintained, and assessed in this course Level 3 expands and extends art experiences.

Art 3 Honors

350300HW
Grades: 11 – 12
1 credit
Prerequisite: "C" or higher in the previous course in the numbering sequence; teacher recommendation.

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

Ceramics 1 and Ceramics 2

456100CW, 456200CW
Level 1: Grades: 10 – 12
Level 2: Grades: 11 – 12
1 credit each
Prerequisite: For Ceramics 1: "C" or higher in Art 1; teacher recommendation. For Ceramic 2: "C" or higher in previous course in numbering sequence; teacher recommendation.

These courses are designed to expose students to ceramics with an emphasis on the basic process of preparing, decorating, glazing, and firing clay, exploration of clay, fundamental hand building processes (pinch, coil, and slab), clay decoration, and glazing techniques are included. Ceramics skills and techniques will increase in rigor in level 2.

Art: Drawing 1 and Art: Drawing 2

352100CW, 352200CW
Level 1: Grades: 10 – 12
Level 2: Grades: 11 – 12
1 credit each
Prerequisite: For Drawing 1: "C" or higher in Art; teacher recommendation. For Drawing 2: "C" or higher in the previous course in numbering sequence; teacher recommendation.

These courses are designed to focus on the art of drawing. Skill development, use of various media and techniques, and the fundamentals of learning to "see" and make marks are emphasized. Basic media include graphite, charcoal, ink, and pastels. Extensive sketching and maintaining a portfolio are required during the courses. Drawing skills and techniques will increase rigor in level 2.

Art: Painting 1 and Art: Painting 2

352500CW, 352600CW
Level 1: Grades: 10 – 12
Level 2: Grades: 11 – 12
1 credit each
Prerequisite: For Art: Painting 1: "C" or higher in Art 1; teacher recommendation. For Art: Painting 2: "C" or higher in the previous course in sequence; teacher recommendation.

These courses are designed to focus on the art of painting. Skill development, use of various media and techniques, color theory, and drawing as painting fundamentals are emphasized. A variety of media and approaches to painting are explored regarding important historical periods, trends, and artists. Portfolios are developed, maintained, and assessed in this course. Painting skills and techniques will increase in rigor in level 2.

Art: Photography 1 and Art: Photography 2

456600CW, 456700CW
Level 1: Grades: 10 – 12
Level 2: Grades: 11 – 12
1 credit each
Prerequisite: For Art: Photography 1: "C" or higher in Art 1; teacher recommendation. For Art: Photography 2: "C" or higher in the previous course in sequence; teacher recommendation.

These courses are designed for students interested in the art of photography. They will primarily focus on digital photography but may also include traditional black and white photography. The fundamentals of using the camera and composition will be covered. Information on the history of photography, photographic criticism, and historical/contemporary photographers are included. Additional topics will include technical advances in
photography, and various photographic techniques. A portfolio must be developed and maintained. Photography skills and techniques will increase in rigor in level 2.

Art: 3-D Design 1

350501CW
Grades: 10 – 12
1 credit
Prerequisite: "C" or higher in Art 1; teacher recommendation.

This course is designed for students interested in three-dimensional and relief sculpture. The basic sculptural processes of carving, assemblage, and modeling (additive and subtractive) with a variety of material and techniques are included. Materials such as wire, plaster, wood, clay, cardboard, foam, and found objects are included in the course. Sculpting skills and techniques will increase rigor based on student interest and preparation.

Art History

358801CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is a very broad-ranging introductory survey of art, from prehistoric times to the present. Students will look at major forms of artistic expression from various cultures. They will learn to look at and analyze works of art. Students will develop an understanding that relates to how and why works of art communicate visual meaning. The course will include studio projects to supplement the students' understanding. This course is highly recommended prior to taking AP Art History.

Art Appreciation 1

351100CW
Grade: 9 – 12
1 credit
Prerequisite: None

This course introduces students to the historical study of and foundation for many forms of art. These courses help students form an aesthetic framework to examine social, political, and historical events in the world and how visual images express the ideas of individuals and society. Students are involved in the creative process through research and lecture, responding and dialogue, observation and interpretation with art works and artifacts.

Media Arts 1

351500CW
Grade: 9 –12
1 credit
Prerequisite: None

This course introduces students to the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various mediums and forms, such as moving image, sound, interactive, spatial and/or interactive design. Topics may include aesthetic meaning, appreciation and analysis; composing, capturing, processing and programming of media arts products, experiences and communications; transmission, distribution and marketing; and contextual and historical aspects and considerations.

HIGH SCHOOL GENERAL ELECTIVES

SAT Preparation - Verbal

401100CH; 401101CW
Grades: 10 – 12
0.5 credit; 1 credit
Prerequisite: None

This course emphasizes the specialized reading skills needed for college, including enriching vocabulary, strengthening comprehension through critical reading, and taking academic tests. Students will review item types, learn test-taking strategies for taking standardized tests such as the Scholastic Aptitude Test (SAT), and answer essay questions.

SAT Preparation - Mathematics

415000CH; 415001CW
Grade: 10 – 12
0.5 credit; 1 credit
Prerequisite: Algebra I and Geometry

The SAT Mathematics course prepares students who anticipate taking the Scholastic Assessment Test (SAT) by training them in test-taking skills appropriate for the SAT, as well as refreshing students' understanding of major mathematical concepts in arithmetic, algebra, geometry, and general problem solving. Upon completion of this course, students should have a clearer understanding of the construction of the SAT and their appropriate response to it.

ACT Preparation

401200CH; 401201CW
Grades: 10 – 12
0.5 credit; 1 credit
Prerequisite: None

This course emphasizes the specialized reading skills needed to prepare to take the American College Test (ACT). Students will review item types, complete practice tests, and learn test-taking strategies specific to the ACT. In addition, students will review how scores are reported.

ACT Math Preparation

402500CH; 402501CW
Grades: 10 – 12
0.5 credit; 1 credit
Prerequisite: None

This course is designed to refresh students on mathematical topics and explore test-taking strategies in order to better prepare them for the mathematics portion of the ACT exam. The course should cover the three areas tested on the ACT Math exam: Preparing for Higher Math, Integrating Essential Skills, and Modeling.

Driver and Traffic Safety ED

370100CH
Grades: 10 – 12
0.5 credit
Prerequisite: None

This course is designed to produce better and safer drivers by teaching the student proper methods and techniques involved in defensive driving. This course is not available to seniors and licensed drivers. Students must be 15 years of age and have a learner's permit to enroll in this course.

High School 101

379906CW
1 credit (Grade 9-10)
379906CH
0.5 credit (Grade 9 only)
Prerequisite: None

This course is designed to assist students in developing the skills necessary for personal, social, academic, and career success. The goal of High School 101 is to provide students with a solid foundation for navigating high school life and beyond. Through orientation activities related to the school and staff, students will have opportunities to improve their study, decision-making, and communication skills. Lessons cover a variety of important topics, including school history, extracurricular activities and programs, interpersonal relationships, conflict resolution, self-awareness, and career planning. (LBA)

Literature and Film

309913CW
Grades: 11 – 12
1 credit
Prerequisite: Teacher Recommendation

This course is designed for students to view and review a film that correlates thematically, stylistically, and/or structurally with a literary reading. The subject matter will cover a wide range of genres, both written and film, providing numerous opportunities for discussion, creative projects, and writing. Students will engage critically with both literature and the film, exploring connections and differences while developing their analytical and creative skills. (LBA)

Olympia High School STEM Exploratory

379993CH
Grades: 9 – 10
0.5 credit
Prerequisite: None

This course is designed for students in grades 9–12 and offers an in-depth exploration of science, technology, engineering, and mathematics (STEM). Students will gain hands-on experience with cutting-edge technology and explore career fields such as Alternative Energy, Communications Technology, Environmental Technology, Multimedia Production, and Transportation Technology. The course focuses on developing 21st-century skills in communication, teamwork, project management, and STEM research, while fostering global awareness and a commitment to lifelong learning. Hands-on projects and presentations are required. (LBA)

Technology for the 21st Century (Olympia Learning Center)

539903CW
Grades: 10-12
1 credit
Prerequisite: None

This course provides students with hands-on experiences in solving technological problems using problem-solving methods, higher-order thinking, creativity, and various resources. Students will explore the impacts of technology and apply knowledge from science, math, language, and social sciences to real-world problems in communication, construction, transportation, and manufacturing. The course also highlights career opportunities in these fields, aligned with students' interests and abilities. (LBA; does not count toward Computer Science graduation requirement.)

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

379931CW, 379932CW, 379933CW
Grade: 9-12
1 credit
Prerequisite: None

126These courses prepare students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. Students learn strategies to enhance success such as note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness. Additionally, the course includes college motivational activities and intensive preparation for ACT, SAT I and SAT II. These courses are a major component of the AVID College Readiness System and is designed to foster school wide implementation of the AVID program. (LBA)

JAG 1, JAG 2, JAG 3, JAG 4 (CA Johnson)

374100CW, 374200CW, 374300CW, 374400CW
Grade: 9-12
1 credit
Prerequisite: Interview with the JAG Specialist and signed declaration of commitment and participation in the program by student and parent/guardian

These courses are designed to empower our nation's young people with the skills and support to succeed in education, employment and life. This is a multi-year program where students work with the JAG Specialist each year through classroom instruction, student-led career association activities, career counseling, and guidance for successful completion of a high school diploma. The focus is on academic success, life survival, job attainment, work readiness, leadership, team, and self-development skills. JAG assists youth with graduation and helps to develop a plan leading to a career, either directly after high school or after post-secondary education.

Student Essentials for Success: Level 1

379935CH
Grade: 9
0.5 credit
Prerequisite: None

This course will focus on the importance of character education, college and career exploration, test preparation, development of soft skills and social emotional learning as these skills will prepare students for productive, post-secondary experiences.

Student Essentials for Success: Level 2

379936CH
Grade: 10
0.5 credit
Prerequisite: None

This course will focus on the importance of character education, college and career exploration, test preparation, development of soft skills and social emotional learning as these skills will prepare students for productive, post-secondary experiences.

Student Essentials for Success: Level 3

379937CH
Grade: 11
0.5 credit
Prerequisite: None

This course will focus on the importance of character education, college and career exploration, test preparation, development of soft skills and social emotional learning as these skills will prepare students for productive, post-secondary experiences.

Student Essentials for Success: Level 4

379938CH
Grade: 12
0.5 credit
Prerequisite: None

This course will focus on the importance of character education, college and career exploration, test preparation, development of soft skills and social emotional learning as these skills will prepare students for productive, post-secondary experiences.

HIGH SCHOOL ADVANCED PLACEMENT PROGRAM

Advanced Placement English Language and Composition

307100AW
Grade: 11
1 credit
Prerequisite: Honors students with above average grades, and English 3 Honors

This course 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. Participating colleges and universities grant credit and/or appropriate placement on the basis of test scores. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement English Literature and Composition

307000AW
Grade: 12
1 credit
Prerequisite: Honors students with above average grades, and English 3 Honors

This course provides students the opportunity to demonstrate writing ability and perceptions of literature including language, structure, meaning, and evaluation of a representative sampling of several genres. Participating colleges and universities grant credit and/or appropriate placement on the basis of test scores. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Statistics

417100AW
Grades: 10 – 12
1 credit
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.

Advanced Placement Calculus (AB)

417000AW
Grade: 11-12
1 credit
Prerequisite: Pre-Calculus Honors

This course 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. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Calculus (BC)

417200AW
Grade: 12
1 credit
Prerequisite: Pre-Calculus Honors

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

Advanced Placement Mathematics Calculus (AB) Preparation Lab Honors (W.J. Keenan Only)

314900HW
Grade: 11-12
1 credit
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.

Advanced Placement Mathematics Calculus (BC) Preparation Lab Honors

314901HW
Grade: 12
1 credit
Prerequisite: Concurrent enrollment in AP Calculus BC

This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with the AP Calculus BC. Students will be required to complete specific laboratory projects.

Advanced Placement Statistics Preparation

314902HW
Grades: 10 – 12
1 credit
Prerequisite: Concurrent enrollment in AP Statistics

This course provides laboratory experiences in conjunction with AP Statistics. Students will be required to complete specific laboratory projects designed to allow them to work with data, analyses, and reports.

Advanced Placement Biology

327200AW
Grades: 11 – 12
1 credit
Prerequisite: “80” or above in Biology I Honors or “85” or above in Biology I; Chemistry I and Science teacher recommendation

This course allows students to 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. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Biology Preparation Lab Honors (Dreher Only)

328901HW
Grades: 11 – 12
1 credit
Prerequisite: Concurrent enrollment in AP Biology

This course is designed to allow students an opportunity to expand their laboratory experiences in conjunction with AP Biology. Students will be required to complete specific reading and laboratory projects.

Advanced Placement Chemistry

327300AW
Grades: 11 – 12
1 credit
Prerequisite: 80 or above in Chemistry I Honors or 85 or above in Chemistry I and Science teacher recommendation

This course is designed to be the equivalent of a college level general chemistry course. Laboratory experiments will require the students to make observations, record data, calculate and interpret results based on data. General topics covered will be atomic structure, bonding, chemical equilibrium, 46 kinetics and thermodynamics. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Chemistry Preparation Lab Honors (Dreher Only)

328900HW
Grades: 11 – 12
1 credit
Prerequisite: Concurrent enrollment in AP Chemistry

This course is designed for the extension of concepts studied in AP Chemistry, along with completion of designated AP Labs and additional problem solving. AP Seminar does not carry weighted credit. It is recommended that the AP Seminar be taken simultaneously with AP Chemistry.

Advanced Placement Environmental Science

327700AW
Grades: 10 – 12
1 credit
Prerequisite: Biology and Chemistry Honors

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Physics I

328200AW
Grades 11-12
1 credit
Prerequisite: Pre-calculus (completed or concurrently enrolled)

This course provides a systematic approach to scientific modeling, use of mathematics for problem solving, scientific investigations, data collection and analysis, ability to work with theories, and an understanding of the knowledge of various scales. The course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Learning strategies include drills in methods of problem solving, demonstrations, and a variety of open-ended laboratory activities. The course is focused on a series of learning objectives that clarify the knowledge, and skills students should demonstrate to qualify for college credit and placement. Each learning objective combines physics content with foundational science practices. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Physics II

328300AW
Grades: 11 – 12
1 credit
Prerequisite: Pre-calculus

This course is algebra based and is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Learning strategies include drills in methods of problem solving, demonstrations, and a variety of open-ended laboratory activities. The course is focused on a series of learning objectives that clarify the knowledge, and skills students should demonstrate to qualify for college credit and placement. Each learning objective combines physics content with foundational science practices. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Physics C-Electricity and Magnetism

327600AW
Grades: 11 – 12
1 credit
Prerequisite: 80 or above in Physics 1 Honors, Calculus or current enrollment in AP Physics C – Mechanics AP Physics

This course serves as a foundation in Physics for students majoring in Physical Sciences or Engineering. Methods of Calculus are used whenever appropriate in formulating physical principles and applying them to physical problems. The sequence is more intensive and analytical than that in Physics B. Students principally study mechanics, electricity, and magnetism with equal emphasis on these areas. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Physics C-Mechanics

327568HW
Grades: 11 – 12
1 credit
Prerequisite: 80 or above in Physics 1 Honors, Calculus or current enrollment AP Physics C – Electricity and Magnetism

This course is combined with Physics C – Electricity and Magnetism and meets each day throughout the school year and counts as 2 credits. It includes AP Physics C topics plus additional content combined with AP Physics C – Electricity and Magnetism. These courses will offer 8 PACE hours. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Human Geography (World)

337900AW
Grades: 9 – 12
1 credit
Prerequisite: Teacher Recommendation

This course is an elective and provides instruction to advanced students that is equivalent to an introductory college-level course in human geography. This course explores 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 in this course study and utilize the same methods and tools geographers use in their science and practice. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement US History

337200AW
Grades: 11 – 12
1 credit
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 and United States History and the Constitution and is designed to provide instruction to advanced students that is equivalent to a two-semester introductory college-level course in United States History. This course gives students a thorough understanding of 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. The Advanced Placement exam is required of students enrolled in the course. Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade. The Advanced Placement exam is also required of students enrolled in the course.

Advanced Placement United States Government and Politics

337300AW
Grade: 12
1 credit
Prerequisite: Successful completion of AP US History and Constitution

This course meets the graduation requirements for social studies and U.S. Government and is designed to provide instruction to advanced students that is equivalent to an introductory college-level course in United States Government and Politics. 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. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement World History

337701AW
Grades: 10 – 12
1 credit
Prerequisite: Teacher recommendation

This course is an elective and designed to provide instruction to advanced students that is equivalent to an introductory college or university survey course of Modern World History.
This 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. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Macroeconomics

337400AW
Grade: 12
1 credit
Prerequisite: Successful completion of United States Government Honors or US History and Constitution Honors

This course meets the graduation requirements for social studies and Economics and Personal Finance and is designed to provide instruction to advanced students that is equivalent to a one-semester introductory college-level course in economics. This course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination and also develops student's familiarity with economic performance measures, economic growth, and international economics. Personal finance will be studied. The Advanced Placement exam is required of students enrolled in the course

Advanced Placement Microeconomics

337500AW
Grade: 12
1 credit
Prerequisite: Successful completion of United Government Honors or US History and Constitution Honors

This course meets the graduation requirements for social studies and Economics and Personal Finance and is designed to provide instruction to advanced students that is equivalent to a one-semester introductory college course in economics. This course provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, with the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement European History

337600AW
Grades: 10 – 12
1 credit
Prerequisite: AP European History Seminar and successful completion of Human Geography Honors, Modern World History Honors or AP Human Geography

This course is an elective and designed to provide instruction to advanced students that is equivalent to a one-semester introductory college course in Modern European History. Students will concentrate on the development of European nations from cultural, economic, social, and political perspectives. They will expand their problem-solving and critical thinking skills through the analysis and interpretation of historical data. Course requirements include outside readings and research papers. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Psychology

437100AW
Grades: 11 – 12
1 credit
Prerequisite: Teacher recommendation

This course is designated as an elective and designed to provide instruction to advanced students that is equivalent to an introductory college-level course in psychology. This course introduces students to the systematic and scientific study of the behaviors and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students also learn the ethics and methods psychologists use in their science and practice. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement French Language

367100AW
Grade: 12
1 credit
Prerequisite: French 3 Honors or French 4 Honors – Teacher recommendation

This course is designed for advanced students and provides an in-depth study of French grammar and literature. Students will read and analyze works from classic French literature. Participating colleges and universities grant credit and/or appropriate placement on the basis of exam scores. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Spanish Language

367506AW
Grade: 12
1 credit
Prerequisite: Spanish 3 Honors or Spanish 4 Honors– Teacher recommendation

This course is designed for advanced students and provides an in-depth study of Spanish language and literature. Students will read and analyze works from classic Spanish literature. Participating colleges and universities grant credit and/or appropriate placement on the basis of exam scores. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement German Language

367300AW
Grade: 12
1 credit
Prerequisite: German 3 Honors or German 4 Honors – Teacher recommendation

This course is designed for advanced students and provides an in-depth study of the German language and literature. Students will read and analyze a variety of text types, such as newspaper articles and other cultural works. Participating colleges and universities grant credit and/or appropriate placement on the basis of exam scores. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Latin Literature

367700AW
Grades: 11 – 12
1 credit
Prerequisite: Latin IV Honors and teacher recommendations.

This course prepares students to read, understand, analyze, scan, and interpret lines of Vergil. The College Board determines the syllabus for the course; therefore, the content of the course may not be adjusted. Students take the AP examination in Latin. College credit may be awarded.

AP Chinese Language and Culture

367900AW
Grades: 10 – 12
1 credit

This course is equivalent to an intermediate-level college course in Chinese. Students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. AP Exam participation is required. On exam day, students will be required to introduce

Prerequisite: Chinese IV Honors and teacher recommendations.

a course project using source materials in the target language to prepare authentic speaking tasks.

Advanced Placement Music Theory

357600AW
Grades: 11-12
1 credit
Prerequisite: Advanced music coursework and Teacher recommendation

This 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. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Art History

357100AW
Grades: 11 – 12
1 credit
Prerequisite: "B" or higher in Art 1 and one (1) other Art course; teacher recommendation, Portfolio Assessment

This course is designed to provide the same benefits to secondary students as those provided in an introductory college course in art history. Students who have done well in history, literature, and upper-level studio art are encouraged to enroll. The course requires a high degree of commitment to academic work and to the purpose of a program designed to meet college standards. Students who achieve the goals of this course may receive advanced placement and/or credit at many colleges and universities with successful completion. The Advanced Placement exam is required of students enrolled in the course.

Advanced Placement Studio Art: Drawing

357200AW
Grades: 11 – 12
1 credit
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 – quality, concentration and breadth – which are scored and graded by the Education Testing Service (ETS) of the College Board.

Advanced Placement Studio Art: Two-Dimensional Design

357400AW
Grades: 11 – 12
1 credit
Prerequisite: "B" or higher in Art 1 and one (1) other visual arts course; teacher recommendation, Portfolio Assessment

This course is designed for motivated, well-prepared students interested in pursuing and receiving advanced placement and/or credit for college-level, studio art 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 two sections – Selected Works and Sustained Investigation –which are scored and graded by the Education Testing Service (ETS) of the College Board.

Advanced Placement Studio Art: Three-Dimensional Design

This course is designed for motivated, well-prepared students interested in pursuing and receiving advanced placement and/or credit for college-level, studio art coursework while still in high school. Participants submit a portfolio

357500AW
Grades: 11 – 12
1 credit
Prerequisite: "B" or higher in Art 1 and one (1) other visual arts course; teacher recommendation, Portfolio Assessment

of 3-dimensional work for evaluation at the end of the school year. The portfolio consists of two sections – Selected Works and Sustained Investigation – which are scored and graded by the Educational Testing Service (ETS) of the College Board.

Advanced Placement Seminar (Dreher)

373000AW
Grades: 10 – 11
1 credit
Prerequisite: Participation in AP Capstone Program

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

Advanced Placement Research (Dreher)

373100AW
Grades: 11 – 12
1 credit
Prerequisite: AP Seminar and teacher recommendation

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

Advanced Placement Computer Science A

477100AW
Grades: 11 – 12
1 credit
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 Computer Science Principles

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the

477500AW
Grade level(s): 10, 11, 12
Credit: 1 credit
Prerequisite: Algebra 1

Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. The Advanced Placement exam is required of students enrolled in the course.

HIGH SCHOOL DUAL ENROLLMENT COURSES

Dual Enrollment Courses vary by school and from year- to-year, depending on current articulation agreements with various colleges and universities. Please see your counselor to discuss the dual credit options available at your school.

Dual Enrollment English Composition (ENG 101)

301500EW
Grades: 10 – 12
1 credit and 3 hours college credit
Prerequisite: Qualifying placement test score, see counselor for more information

This is a dual-enrollment course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. (MTC) ENG 101 and 102 must be taken in sequence to award 1 credit.

Dual Enrollment Critical Reading and Composition I (ENGL 101)

301501EW
Grades: 10 – 12
1 credit and 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter and have successfully completed English 4

This course provides instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays. Upon successful completion of the course, students will:

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

Develop a clear, effective writing style, free of major errors, appropriate for academic audiences. (USC) ENGL 101 and 102 must be taken in sequence to award 1 credit.

Dual Enrollment English Composition II (ENG 102)

301600EW
Grades: 10 – 12
1 credit and 3 hours college credit
Prerequisite: ENG 101–English Composition 1

This is a (college-transfer) course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genres is also included. (MTC) ENG 101 and 102 must be taken in sequence to award 1 credit.

Dual Enrollment Rhetoric and Composition II (ENGL 102)

301601EW
Grades: 10 – 12
1 credit and 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter and have successfully completed ENGL 101

This course offers structured, sustained practice in researching, analyzing, and composing arguments. Students will read about a range of academic and public issues and write researched argumentative and persuasive essays. Upon successful completion of this course, students will:

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

Develop a clear, effective writing style, free of major errors, and adapt it to a variety of rhetorical situations. (USC) ENGL 101 and 102 must be taken in sequence to award 1 credit.

Dual Enrollment Creative Writing (ENG 238)

303100EW
Grades: 10 – 12
1 credit and 3 hours college credit
Prerequisite: ENG 102 – English Composition 2

This course presents an introduction to creative writing in various genres. (MTC)

Dual Enrollment African American Literature (Eng 236)

403200EW
Grade: 10–12
3 credit(s)
Prerequisite: Successful completion of English 101 and 102

This course explores key periods, movements, and themes in African American Literature, emphasizing the ways in which African American writers have shaped and been shaped by intellectual and cultural histories. Students will engage deeply with a variety of literary works, analyzing their historical contexts, literary techniques, and thematic concerns. By the end of the course, students will demonstrate their understanding of African American literature through a culminating capstone project, reflecting their ability to critically engage with the texts and contribute to ongoing discussions about race, identity, and culture in the United States. (MTC)

Dual Enrollment College Algebra (MAT 110)

413300EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: Grade of 80 or above in Algebra 2

This course includes the following topics: polynomial, rational, logarithmic and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; simple linear programming; solutions of higher degree polynomials; combinatorial algebra; including the binomial theorem; and introduction to probability. (Graphing calculator required) (MTC)

Dual Enrollment Basic College Mathematics (MATH 111)

413301EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

This course provides instruction in basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations. Credit may not be received for both MATH 111 and 115. (USC)

Dual Enrollment College Trigonometry (MAT 111)

413400EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: MAT 110 (Tech) MAT 111 (USC) – College Algebra

This course includes the following topics: circular functions; trigonometric identities; solution of right and oblique triangles; solution of trigonometric equations, polar coordinates, complex numbers, including DeMoivre's Theorem; vectors, conic sections, sequences; and series. (Graphing calculator required) (MTC)

Dual Enrollment Analytical Geometry and Calculus I (MAT 140)

413609EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: MAT 110 (Tech) MAT 111 (USC) – College Algebra and MAT 111 – College Trigonometry

This course includes the following topics: derivatives and integrals of polynomials; rational, logarithmic, exponential, trigonometric, and inverse trigonometric functions; curve sketching; maxima and minima of functions; related rates; work; and analytic geometry. (Graphing calculator required) (MTC)

Precalculus (MAT 112) (Keenan)

414400EW
Grades: 11 – 12
1 credit and 5 hours college credit
Prerequisite:

This course includes the following topics: algebraic, exponential, logarithmic, and trigonometric functions and their graphs; analytic trigonometry; analytic geometry; and applications of trigonometry.

Dual Enrollment Biological Science I (BIO 101)

322800EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: RDG 100 – College Reading or ESL 100 – Reading in English as a Second Language

This course is a study of the scientific method, basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, population genetics, natural selection, evolution and ecology. (MTC)

Dual Enrollment Biological Science II (BIO 102)

322900EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: BIO 101 – Biological Science 1

This course is a study of the classification of organisms and structural and functional considerations of all kingdoms (particularly major phyla as well as viruses). Vertebrate animals and vascular plants are emphasized. (MTC)

Dual Enrollment General Chemistry I (CHM 101)

323900EW
Grades: 11 – 12
1 credit and 3 hours college credit
Prerequisite: MAT 101 – Beginning Algebra

This is the first of a sequence of courses in fundamental principles of chemistry. Topics include atomic and molecular structure, nomenclature, formulas and equations, common substances and reactions, stoichiometry, states of matter, solutions, and equilibria. (MTC)

Dual Enrollment Western Civilization to 1689 (HIS 101)

336600EW
Grades: 11 – 12
1 credit & 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of Human Geography Honors, Modern and World History Honors or AP Human Geography

This course is designated as a social studies elective. This course is a survey of western civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping western cultural tradition. (MTC)

Dual Enrollment Western Civilization from 1689 (HIS 102)

336700EW
Grades: 11 – 12
1 credit & 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of Human Geography Honors, Modern and World History Honors or AP Human Geography

This course is designated as a social studies elective. This course is a survey of western civilization from 1689 to the present, including the major political, social, economic, and intellectual factors which shape the modern western world. (MTC)

Dual Enrollment American History to 1877 (HIS 201)

332100EW
Grades: 11 – 12
1 credit & 3 hours college credits
Prerequisite: Teacher recommendation and successful completion of Human Geography Honors, Modern and World History Honors or AP Human Geography

This course is designated as a social studies elective. This course is a survey of U. S. history from discovery to 1877. This course includes political, social, economic, and intellectual developments during this period. (MTC)

Dual Enrollment United States History to 1865 (HIST 111)

332101EW
Grades: 11 – 12
1 credit & 3 hours college credits
Prerequisite: Must meet entry requirements for USC-Sumter

This course provides a general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments. Upon successful completion of this course, students will be able to:

1. Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States to the end of the Civil War.
2. Define and summarize major events, developments, and themes of United States history until the end of the Civil War.
3. Evaluate significant themes, issues, or eras in United States history until the end of the Civil War.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.

Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources). (USC)

Dual Enrollment American History 1877 to Present (HIS 202)

332200EW
Grades: 11 – 12
1 credit and 3 hours college credits
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 course is a survey of U. S. history from 1877 to the present. This course includes political, social, economic, and intellectual developments during this period. (MTC)

Dual Enrollment United States History Since 1865 (HIST 112)

332201EW
Grades: 11 – 12
1 credit and 3 hours college credits
Prerequisite: Must meet entry requirements for USC-Sumter

This course provides a general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Upon successful completion of the course, students will be able to:

1. Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States from the end of the Civil War to the contemporary era.
2. Define and summarize major events, developments, and themes of United States history from the end of the Civil War until the contemporary era.
3. Evaluate significant themes, issues, or eras in United States history from the end of the Civil War until the contemporary era.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.

Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources). (USC)

Dual Enrollment Intro to Psychology (PSYC 210)

334201EW
Grade: 12
1 credit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

This course provides an introduction to the basic concepts and findings within the field of psychology. (USC)

Dual Enrollment General Psychology (PSY 201) MTC

337100EW

Grade: 11-12
1 credit
Prerequisite:

This course includes the following topics and concepts in the science of behavior, scientific biological bases for behavior perception, motivation, learning memory, development, personal abnormal behavior, therapeutic techniques, and social psychology.

Dual Enrollment Intro to Sociology (SOC 101)

334700EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course emphasizes the fundamental concepts and principles of sociology, including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions. Students are responsible for paying the tuition fee assessed by the Midlands Technical College. This course may be offered through videoconferencing. (MTC)

Dual Enrollment Introductory Sociology (SOCY 101)

334701EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

An introduction to sociological facts and principles: an analysis of group-making processes and products. Upon successful completion of this course, students will be able to:

1. Discuss the works of classical scholars in sociology.
2. Recognize the different types of social science research and the differences between qualitative and quantitative methods.
3. Explain and define major sociological concepts such as class, status, social institution, socialization, identity, deviance, etc.

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

Dual Enrollment American National Government (POLI 201)

333101EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

This course is focused on the formation and development of the national government, its organization and powers. Upon successful completion of thi course, students will be able to:

1. Express an informed opinion about the health of the American democracy and citizenship based the upon the various social and political science theories and analytical methodologies we examine in class;
2. Define and explain not only the broad principles, ideals, and ethical values, but also the debates and compromises that accompanied the founding of the American republic and that still often animate its politics, including the role of cultural diversity;
3. Explain and analyze the logic of the American constitutional system, as envisioned by its framers, as well as the tensions and shortcomings of that system, and its relationship to social well-being and the resolution of conflict;

4. Explain and analyze the internal dynamics and interplay of the three main branches of the U.S. government and the questions of separated authority, check-and-balance, and accountability that still exist;

Demonstrate understanding of what shapes American citizenship and participation and the various processes, barriers, opportunities, institutions, and mediating groups that have helped or hindered equity and democratic responsiveness. (USC)

Dual Enrollment Public Speaking (SPCH 140)

304501EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

This course provides an introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement. Upon successful completion of the course, students will be able to:

1. Identify different forms of public communication and explain their respective value in specific social, political, and institutional contexts.
2. Explain the fundamental concepts of public communication, including principles of oral argumentation, persuasion, theories of the rhetorical situation and audience interaction, modes of listening and style, and the demands of ethical public engagement.
3. Apply and demonstrate the basic concepts of public communication through the performance of speeches that address a variety of issues, audiences and situations.
4. Interpret and assess the form, dynamics, and power of public communication.
5. Define the art of rhetoric and explain its role in the development of public and social life. (USC)

Dual Enrollment Public Speaking (SPE 205)

3045000EW
Grade: 11 – 12
1 credit & 3 hours college credit
Prerequisite:

This course is an introduction to principles of public speaking with the application of speaking skills. Students entering this course must be able to communicate clearly with American speakers of English. (MTC)

Dual Enrollment Introduction to Early Childhood (ECD 101)

570800EW
Grade: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

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

Dual Enrollment Teacher Cadet Experiencing Education (EDTE 101) (USC)

373501EW
(Dreher, AC Flora, Dreher, and Lower Richland)
Grade: 12
1 credit and 3 college credit hours
Prerequisite: Teacher recommendation and a 3.0 grade point average

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

Dual Enrollment Teacher Cadet Experiencing Education (EDU 105) (Newberry)

373502EW
(Columbia, Eau Claire, and Keenan)
Grade: 12
1 credit and 3 college credit hours
Prerequisite: Teacher recommendation and a 3.0 grade point average

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

Dual Enrollment Teacher Cadet Experiencing Education (EDU 100) (Columbia College)

373503EW
(CA Johnson)
Grade: 12
1 credit and 3 college credit hours
Prerequisite: Teacher recommendation and a 3.0 grade point average

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

Dual Enrollment Teacher Cadet Educational Psychology (Lower Richland)

639100EW
Grades: 11 – 12
1 credit
Prerequisite: Teacher Cadet-Experiencing Education; 3.0 GPA on 4.0 scale

This course is a dual credit accrual AP-weighted course that focuses on the dynamics of human learning and the psychological principles that serve as the foundation for educational practice. The general goal is to introduce students to the field of educational psychology and apply the concepts, theoretical principles, and research findings from the discipline of psychology to the planning and implementation of effective instructional strategies in the classroom. Major emphasis is placed on assisting students in gaining a functional knowledge of the ideas explored.

Dual Enrollment Teacher Cadet II Educational Psychology (Lower Richland and Dreher)

Couse Code 639100EW
Grade: 11-12
3credit(s)
Prerequisite: Teacher Cadet I and a 3.0 GPA on 4.0 scale

Teacher Cadet II is an advanced, college-preparatory program designed for high school students interested in pursuing a career in education. Building upon the foundation established in Teacher Cadet I, this course offers a deeper exploration into the world of teaching. Students will engage in hands-on learning experiences and practice applying teaching strategies in real-world settings. The course emphasizes the role of teachers, effective teaching methods, classroom management techniques, and the broader educational system, preparing students for future careers in education and helping them develop the skills needed to succeed as educators. (Winthrop)

Dual Enrollment Introduction to Human Services (HUS 101) (Lower Richland)

854400EW
Grades: 11 – 12
1 credit
Prerequisite: HUS 102

This course covers an overview of the field of human services. Role responsibilities, problems, boundaries, and strategies of human service workers are included. This course also includes an overview of agencies in the service area, curriculum requirements, and career opportunities. A 20-hour practicum in a social service organization is required.

Dual Enrollment Intro to Criminal Justice (CRJ 101)

652000EW
Grades: 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice, including police organizations, court systems, correctional systems, and juvenile justice agencies. Students are responsible for paying the tuition fee assessed by Midlands Technical College. (MTC)

Dual Enrollment History and Appreciation of Art (ARTE 101)

352001EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

This course incorporates lectures in art appreciation introducing the elements and principles of the visual arts, with examples from the history of art. Upon successful completion of the course, students will be able to:

1. Identify the elements and principles of visual arts.
2. Define and employ terminology associated with the visual arts.
3. Apply fundamental aesthetic concepts in interpreting works of art.
4. Explain significant trends in style and content in Western visual arts.
5. Recognize notable works of Western art and discuss their significance. (USC)

Dual Enrollment History and Appreciation of Art (ART 101)

352004EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

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

Dual Enrollment Music Appreciation (MUSC 110)

356501EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Must meet entry requirements for USC-Sumter

This course emphasizes perceptive listening and appreciation of musical elements, forms, and styles, covering composers' lives and representative works, with a focus on classical music, jazz, and American popular music. Upon completion, students will be able to analyze musical compositions, discuss historical periods and major figures, understand music's cultural role, listen critically, and demonstrate improved reading, writing, and critical thinking skills, fostering lifelong enjoyment of music. (USC)

Dual Enrollment Music Appreciation (MUS 105)

356504EW
Grades: 11 – 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements.

This course is an introduction to the study of music with focus on the elements of music and their relationships, the musical characteristics of representative works and composers, common musical forms and genres of various Western and non-Western historical style periods, and appropriate listening experiences. (MTC)

Dual Enrollment Introduction to Theatre (THE101)

452700EW
Grades: 11 – 12
1 credit and 3 hours college credits
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements and RDG 100

This course includes the appreciation and analysis of theatrical literature, history, and production. (MTC)

Dual Enrollment Medical Terminology (AHS 102)

554100EW
Grades: 11 – 12
1 credit and 3 hours college credits
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course covers medical terms, including roots, prefixes, and suffixes, with emphasis on spelling, definition, and pronunciation. (MTC) (May count as a course to complete a CTE pathway.)

Dual Enrollment Medical Vocabulary/Anatomy (AHS 104)

554200EW
Grades: 11 – 12
1 credit and 3 hours college credits
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course introduces the fundamental principles of medical terminology and includes a survey of human anatomy and physiology. (MTC) (May count as a course to complete a CTE pathway.)

Dual Enrollment Introduction Health Careers (AHS 119/180)

551000EW
Grade 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER Exam with a minimum reading score of 75

This course provides information on various health careers to include job responsibility, personal and educational requirements, as well as an overview of the health care system with its unique nomenclature and delivery of care. (MTC)

Dual Enrollment The Care of Patients (AHS 117)

854000EW
Grade 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER Exam with a minimum reading score of 75

This course introduces basic patient care skills which are applied in long term care. This course provides clinical instruction and practice of basic nursing skills required of nursing assistants employed in skilled nursing facilities and extended care facilities. The course emphasizes care of the older adult client, assistance with activities of daily living (ADLs), bathing, dressing, exercise movement, eating, elimination, safety measures, cardiopulmonary resuscitation (CPR), and rehabilitation techniques. This course meets the State Department of Health and Human Services requirements for eligibility to take the National Nurse Aide Assessment Program (NNAAP) Examination in South Carolina. (MTC) (May count as a course to complete a CTE pathway.)

Dual Enrollment Introduction to Computers (CPT 101)

470500EW
Grades: 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course covers basic computer history, theory and applications, including word processing, spreadsheets, databases, and the operating system. (MTC) (May count as a course to complete a CTE pathway.)

Dual Enrollment Microcomputer Applications (CPT 170)

502600EW
Grades: 12
1 credit & 3 hours college credit
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course introduces microcomputer applications software, including word processing, databases, spreadsheets, graphs and their integration. (MTC) (May count as a course to complete a CTE pathway.)

Dual Enrollment Engineering Technology Foundations (EGR 104) (Keenan)

606400EW
Grades: 11 -12
1 credit & 3 hours college credit

This problem-based course introduces the student to fundamental concepts of electrical, mechanical, thermal, fluids, optical, and material systems related to engineering technology. Workplace readiness skills such as laboratory safety, communications, and teamwork are integrated into the course. MTC

Dual Enrollment Intro to Computer Environments (EGR 110) (Keenan)

671600EW
Grades: 11 -12
1 credit & 3 hours college credit

This course provides an overview of computer hardware, available software, operating systems, and applications. This course also includes fundamental techniques of programming in one or more languages used in engineering technology. MTC

Dual Enrollment Print Reading and Sketching (EGT 106) (Keenan)

620900EW
Grades: 11 -12
1 credit & 3 hours college credit

This course covers the interpretation of basic engineering drawings and sketching techniques for making multi-view pictorial representations. This course also includes an introduction to engineering technology, and an introduction to Computer Aided Design (CAD). (MTC)

Dual Enrollment Introduction to Cad (EGT 151) (Keenan)

615700EW
806700EW
Grades: 11 -12
1 credit & 3 hours college credit
Prerequisite:

This course covers the operation of a computer-aided drafting system. The course includes interaction with a CAD station to produce technical drawings. (MTC)

Dual Enrollment College Orientation (COL 101)

480100CW
Grades: 11 – 12
1 credit & 1 hours college credit (college prep weight)
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course may include selected topics such as career planning, study skills, stress management, tutoring, group guidance, and other subjects to facilitate student success.

Dual Enrollment College Skills (COL 103) or (COL 105)

481001CW
Grades 11-12
1 credit & 1 Hours College credit (college prep weight)
Prerequisite: Students must pass the Midlands Technical College ACCUPLACER examination requirements

This course is a study of the purposes of higher education and provides a general orientation to the functions and resources of the college. The course is designed to help freshmen adjust to the college community, develop a better understanding of the learning process, and acquire essential academic survival skills.

Introduction to Marketing (MKT 101) MTC

671000EW
Grades 11-12
Prerequisite:

This course analyzes the relationships between buyers and sellers in a dynamic global marketplace. Focus areas include environmental analysis, marketing research, buyer behavior, marketing strategy, business ethics, and the societal impacts of marketing activity of integrated marketing organizations.

Dual Enrollment Professional Development (AOT 133) MTC

811200EW
Grades 11-12
Prerequisite:

This course emphasizes development of personal and professional skills required of an office worker in areas such as projecting a professional image, job seeking skills, office etiquette, ethics and time and stress management.

Dual Enrollment Contemporary Moral Issues (PHI 115) MTC

935500EW
Grades 11-12
Prerequisite: Eng 100 and RDG 100

This course examines moral issues in contemporary society, including basic principles and applications of ethics.

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

Course Number	Course Title	College
304500EW	SPC 205	MTC
414300EW	MAT 120	MTC
335800EW	ECO 211	MTC
303700EW	ENG 205	MTC
403200EW	ENG 236	MTC
324700EW	PHY 201	MTC
351900EW	ART 212	MTC
451900EW	ART 111	MTC
955800EW	ART 105	MTC
439000EW	ANT 202	MTC

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

HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

International Baccalaureate (IB) course offerings may vary, and each course may not be offered each year. IB programs are offered only at AC Flora and Lower Richland. *Please note that IB course titles and course numbers changed in 2020-2021. Register carefully.*

GROUP 1: Language A1 (1st Language)

IB Language A: Literature HL-1

301B02IW
Credit(s): 1credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (1st of two-year sequence)
Prerequisite(s): English 1 & 2 Honors

This course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. IB Internal and External Assessments required.

IB Language A: Literature HL-2

301C01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: Continuation of IB English HL-1 (2nd of two-year sequence)
Prerequisite: IB Language A: Literature HL-1

This course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. IB Internal and External Assessments required. IB Examination in May.

IB Language A: Language and Literature HL-1

301Q00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (1st of two-year sequence)
Prerequisite(s): English 1 & 2 Honors

This course comprises four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. IB Internal and External Assessments required.

IB Language A: Language and Literature HL-2

301O00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: Continuation of IB English Language and Literature HL-1 (2nd of two-year sequence)
Prerequisite: IB Language A: Language and Literature HL-1

This course comprises four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. IB Internal and External Assessments required. IB Examination in May.

IB Language A: Language and Literature SL Seminar

301M00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11
Duration: 1st of two-year sequence
Prerequisite: English 1 and 2

This course comprises three areas of exploration—the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space and the exploration of intertextuality and how texts connect with each other. The entire pursuit of studies in language and literature links core elements of the DP and to the overarching principles of IB learning, theory of knowledge (TOK), creativity, activity and service (CAS), the extended essay, the approaches to teaching and approaches to learning, and international mindedness. Students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. IB Internal and External Assessments required.

IB Language A: Language and Literature SL

301N00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 12
Duration: Continuation of IB English Language and Literature SL Seminar (2nd of two-year sequence)
Prerequisite: IB Language A: Language and Literature SL Seminar

This course comprises three areas of exploration—the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space and the exploration of intertextuality and how texts connect with each other. The entire pursuit of studies in language and literature links core elements of the DP and to the overarching principles of IB learning, theory of knowledge (TOK), creativity, activity and service (CAS), the extended essay, the approaches to teaching and approaches to learning, and international mindedness. Students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. IB Internal and External Assessments required. IB Examination in May.

GROUP 2: Language B (2nd Language)

IB French B SL-1

361N00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): French 3 H

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

IB French B SL-2

361G00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB French B SL-1

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

IB French ab initio SL-1

361M00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Coordinator Approval

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

IB French ab initio SL-2

361F00IW
Credit(s) 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Coordinator Approval

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

IB German B SL-1

362N00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): German 3 H

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

IB German B SL-2

362G00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): German 4 H

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

IB German ab initio SL-1

362M00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Coordinator Approval

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

IB German ab initio SL-2

362F00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Coordinator Approval

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

IB Spanish B SL-1

365J00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Spanish 3 H

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

IB Spanish B SL-2

365G01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Spanish B SL-1

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

IB Spanish ab initio SL-1

365K00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Coordinator Approval

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

IB Spanish ab initio SL-2

365F00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Coordinator Approval

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

GROUP 3: Individuals and Societies

IB Business and Management SL-1

381D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate

This course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. As a course it aims to encourage a holistic view of the world of business by promoting an awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations. The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required.

IB Business and Organization SL-2

381A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Business and Organization SL-1

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

IB Business and Management HL-1

338L00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate

This course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices, and skills. As a course it aims to encourage a holistic view of the world of business by promoting an awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations. The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. IB Internal and External Assessments required.

IB Business and Management HL-2

338M00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Business and Management HL-1

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

IB Economics SL-1

335D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate

Description: This course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required.

IB Economics SL-2

335A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Economics SL-1

This course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustain ability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required. IB Examination in May.

IB Economics HL-1

335B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate

This course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required.

IB Economics HL-2

335C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Economics HL-1

This course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. IB Internal and External Assessments required.

IB Geography SL-1

331D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11
Duration: 2 years (second of two-year sequence)
Prerequisite: IB None

This course includes global and international awareness in several distinct ways, key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. IB Internal and External Assessments required.

IB Geography SL-2

331A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Geography SL Seminar

This course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required in May.

IB Geography HL-1

331B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): IB Candidate

This course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required.

IB Geography HL-2

331C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Geography HL 1

This course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. IB Internal and External Assessments required in May.

IB History SL-1

336L00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): Modern and World History-H and Human Geography-H or AP Human Geography (preferred) and AP World History (preferred)

This course provides an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations while encouraging an understanding of the impact of historical developments at national, regional and international levels. IB Internal and External Assessments required.

IB History SL-2

336K00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 12
Duration: Continuation of IB History HL-1 (second of the two-year sequence)
Prerequisite(s): IB History HL-1

This course provides an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations while encouraging an understanding of the impact of historical developments at national, regional and international levels. IB Internal and External Assessments required. IB Examination in May.

IB US History of the Americas HL

336D01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): Modern and World History-H and Human Geography-H or AP Human Geography (preferred) and AP World History (preferred)

This course meets the graduation requirements for social studies and United State History and the Constitution and provides an understanding of history as a discipline, including the nature and diversity of its sources, concepts, methods and interpretations while encouraging an understanding of the impact of historical developments in national, regional, international, and thematic contexts. Students enrolled in this course will take a South Carolina End-of-Course exam that will count 20% of their final grade. IB Internal and External Assessments are required.

IB History of Americas HL

336C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB History HL-1

This course provides an understanding of history as a discipline, including the nature and diversity of its sources, concepts, methods and interpretations while encouraging an understanding of the impact of historical developments in national, regional, international, and thematic contexts. IB Internal and External Assessments required in May.

IB Philosophy SL-1

338H00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required.

IB Philosophy SL-2

338A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required. IB Examination in May.

IB Philosophy HL-1

338B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Philosophy SL-1

This course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required.

IB Philosophy HL-2

338C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, and the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. IB Internal and External Assessments required. IB Examination in May.

IB Psychology SL-1

334D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None

This course includes biological, cognitive and sociocultural levels of analysis; one option chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required.

IB Psychology SL-2

334A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Psychology SL-1

This course includes the biological, cognitive and sociocultural levels of analysis; one option chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required. IB Examination in May.

IB Psychology HL-1

334B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (first of a two-year sequence)
Prerequisite(s): None

This course includes the biological, cognitive, sociocultural levels of analysis and qualitative research in psychology. Two options are chosen among abnormal, developmental, health, sport or human relationship psychology. IB Internal and External Assessments required.

IB Psychology HL-2

334C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (second of a two-year sequence)
Prerequisite(s): IB Psychology HL-1

This course includes the biological, cognitive, sociocultural levels of analysis and qualitative research in psychology. Two options are chosen among abnormal, developmental, health, sport or human relationship psychology IB Internal and External Assessments required. IB Examination in May.

IB Social Anthropology SL-2

338D01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None

This course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline. IB Internal and External Assessments required. IB Examination in May.

IB Social Anthropology HL-1

338E00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline. IB Internal and External Assessments required.

IB Social Anthropology HL-2

338F00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Social Anthropology HL-1

This course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline. IB Internal and External Assessments required. IB Examination in May.

Group 4: Experimental Sciences

IB Biology SL-1

322D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H

This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Biology SL-2

322A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H

This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

IB Biology HL-1

322B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (first of the two-year sequence)
Prerequisite(s): Biology-H and Chemistry-H

This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. Topics are studied with greater breadth and depth than in IB Biology SL. IB Internal and External Assessments required.

IB Biology HL-2

322C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (second of the two-year sequence)
Prerequisite(s): IB Biology HL-1

This course provides an in-depth understanding of structure and function in cellular to global hierarchies and the universal features that exist in biologically diverse ecosystems. Includes extensive laboratory investigations. Topics are studied with greater breadth and depth than in IB Biology SL. IB Internal and External Assessments required. IB Examination in May.

IB Environmental Systems and Societies SL-1

326B00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 2 years (first of a two-year sequence)
Prerequisite: Biology and Chemistry

This is an interdisciplinary science course that explores the complex interactions between ecological systems and human societies through a scientific lens. Students investigate topics such as ecosystem structure and function, energy transformations, biogeochemical cycles, soil science, pollution dynamics, and climate change using principles from biology, chemistry, and earth science. Scientific inquiry is central to the course. Students conduct field and laboratory investigations including quadrat sampling, biodiversity indexing, population estimation, and atmospheric sampling. They analyze abiotic and biotic factors affecting species distribution, measure biomass and Net Primary Productivity (NPP), and calculate species diversity indices using quantitative methods. The course emphasizes data collection, experimental design, and statistical analysis, preparing students for further study in environmental science and related STEM fields. As part of the IB Group 4 requirements, students participate in a 10-hour collaborative sciences project. Completion of IB Internal and External Assessments is required.

IB Environmental Systems SL-2

326A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 2 years (second of a two-year sequence)
Prerequisite: IB Environmental Systems and Societies SL-1

This course is an interdisciplinary science course that explores the complex interactions between ecological systems and human societies through a scientific lens. Students investigate topics such as ecosystem structure and function, energy transformations, biogeochemical cycles, soil science, pollution dynamics, and climate change using principles from biology, chemistry, and earth science. Scientific inquiry is central to the course. Students conduct field and laboratory investigations including quadrat sampling, biodiversity indexing, population estimation, and atmospheric sampling. They analyze abiotic and biotic factors affecting species distribution, measure biomass and Net Primary Productivity (NPP), and calculate species diversity indices using quantitative methods. The course emphasizes data collection, experimental design, and statistical analysis, preparing students for further study in environmental science and related STEM fields. As part of the IB Group 4 requirements, students participate in a 10-hour collaborative sciences project. Completion of IB Internal and External Assessments is required.

IB Chemistry SL-1

323D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H

Description: This course covers the topics of quantitative chemistry, atomic structure, periodicity, bonding, energy, kinetics, equilibrium, acids/ bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Chemistry SL-2

323A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H

This course covers the topics of chemistry, atomic structure, periodicity, bonding, energy, kinetics, equilibrium, acids/ bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

IB Chemistry HL-1

323B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Biology-H and Chemistry-H

This course covers the topics of quantitative chemistry, atomic structure, periodicity, bonding, energy, kinetics, equilibrium, acids/ bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Chemistry HL-2

323C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Chemistry HL-1

This course covered the topics covered are quantitative chemistry, atomic structure, periodicity, bonding, energy, kinetics, equilibrium, acids/ bases, oxidation/reduction, organic chemistry and measurement/data processing. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

IB Design Technology SL-1

472D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required.

IB Design Technology SL-2

472A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Design Technology SL-1

This course aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required. IB Examination in May.

IB Design Technology HL-1

472B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required.

IB Design Technology HL-2

472C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Design Technology HL-1

This course aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Diploma Programme design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences. IB Internal and External Assessments required. IB Examination in May.

IB Physics SL-1

324D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Pre-calculus

This course is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/ power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required.

IB Physics SL-2

324A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Physics SL-1

This course is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/ power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

IB Physics HL-1

324B01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level:
Duration: 1 year
Prerequisite(s): Calculus AB

This course is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/ power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments are required.

IB Physics HL-2

324C02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Physics HL-1

This course is designed for breadth, depth, and rigor, putting emphasis on problem solving through familiarity with physics theory and practical application in the lab. Topics included in this class include physical measurement, mechanics, thermal physics, waves, electricity, circuits, magnets, atomic/nuclear physics, and energy/ power and climate change. Two additional options will be included. Includes extensive laboratory investigations. IB Internal and External Assessments required. IB Examination in May.

Group 5: Mathematics

IB Mathematics Analysis and Approaches SL-1

312G00IW
Credit(s): 1 credit
Level: Standard
Grade Level: 11
Duration: 1 year, first of a two-year sequence
Prerequisite(s): Pre-Calculus H

This course is designed for students with a successful background in mathematics who enjoy advanced study. Over the two-year course, students will study real and abstract problem solving with an emphasis on functions, statistics and probability, trigonometry, and calculus. While the concepts studied in this standard level course are the same as in the higher-level course, students will receive a reduced emphasis on calculus and trigonometry functions. IB Internal and External Assessments required. IB testing will be administered in May of year two of the course. *The 2019-2020 school year is the first year this Honors-level IB course is taught.*

IB Mathematics Analysis and Approaches SL-2

312H00IW
Credit(s): 1 credit
Level: Standard
Grade Level: 12
Duration: 2nd year of a two-year sequence
Pre-requisite(s): IB Mathematics Analysis and Approaches SL-1

This course is the second year of a 2-year course for students successful in completing IB Mathematics Analysis and Approaches SL-1. This course is designed for students with a successful background in mathematics who enjoy advanced study. Students will study real and abstract problem solving with an emphasis on functions, statistics and probability, trigonometry, and calculus. While the concepts studied in this standard level course are the same as in the higher-level course, students will receive a reduced emphasis on calculus and trigonometry functions. IB Internal and External Assessments required. IB Examination in May. The 2020-2021 school year is the first year this course is taught.

IB Mathematics Analysis and Approaches HL-1

312E00IW
Credit(s): 1 credit
Level: Higher
Grade Level: 11
Duration: 1 year, first of a two-year sequence
Prerequisite(s): Pre-Calculus H & Calculus H

This course is designed for students with a strong background in advanced mathematics as well as a desire to study mathematics, engineering, physical sciences, or economics at the university level. Over the two-year course, students will study real and abstract problem solving with an emphasis on functions, statistics and probability, trigonometry, and calculus. IB Internal and External Assessments required. IB testing will be administered in May of year two of the course. *The 2019-2020 school year is the first year this course is taught.*

IB Mathematics Analysis and Approaches HL-2

312F00IW
Credit(s): 1 credit
Level: Higher
Grade Level: 12
Duration: 2nd year of a two-year sequence
Pre-requisite(s): IB Mathematics Analysis and Approaches HL-1

This course is the second year of a 2-year course for students successful in completing IB Mathematics Analysis and Approaches HL-1. This course is designed for students with a strong background in advanced mathematics as well as a desire to study mathematics, engineering, physical sciences, or economics at the university level. Students will study real and abstract problem solving with an emphasis on functions, statistics and probability, trigonometry, and calculus. IB Internal and External Assessments required. IB testing will be administered in May. The 2020-2021 school year is the first year this course is taught.

IB Mathematics Applications and Interpretations SL-1

312C00IW
Credit(s): 1 credit
Level: Standard
Grade Level: 11
Duration: 1 year, first of a two-year sequence
Prerequisite(s): Algebra 2 Honors

This course is designed with an emphasis on applying mathematical skills in the real world. The course is designed for students interested in studying social sciences, natural sciences, statistics, business, engineering, some economics, psychology, and design. Over the two-year course, students will develop strong skills in applying mathematics to the real-world as well as real mathematical problem-solving using technology. The course contains a heavy emphasis on probability and statistics as well as the study of algebra, functions, trigonometry, and calculus. IB Internal and External Assessments required. IB Examination in May. *The 2019-2020 school year is the first year this Honors-level IB course is taught.*

IB Mathematics Applications and Interpretations SL-2

312D00IW
Credit(s): 1 credit
Level: Standard
Grade Level: 12
Duration: 2nd year of a two-year sequence
Pre-requisite(s): IB Math Analysis and Approaches SL-1

This course is the second year of a 2-year course for students successful in completing IB Mathematics Applications and Interpretations SL -1. This course is designed with an emphasis on applying mathematical skills in the real world. The course is designed for students interested in studying social sciences, natural sciences, statistics, business, engineering, some economics, psychology, and design. Students will develop strong skills in applying mathematics to the real-world as well as real mathematical problem-solving using technology. The course contains a heavy emphasis on probability and statistics as well as the study of algebra, functions, trigonometry, and calculus. IB Internal and External Assessments required. IB Examination in May. The 2020-2021 school year is the first year this course is taught.

IB Math Applications and Interpretations HL 1

312A00IW
Grade: 11
1 credit(s) (1st of 2-year course)
Prerequisite: Pre-Calculus H (or teacher recommendation)

Description: This course is designed with an emphasis on applying mathematical skills in the real world. The course is designed for students interested in studying social sciences, natural sciences, statistics, business, engineering, some economics, psychology, and design. Over the two-year course, students will develop strong skills in applying mathematics to the real-world as well as real mathematical problem-solving using technology. The course contains a heavy emphasis on probability and statistics as well as the study of number and algebra, functions, geometry and trigonometry, calculus, investigative, problem-solving, and modelling skills development leading to an individual exploration. Students will complete a math exploration, a piece of written work that involves investigating an area of mathematics. IB Internal and External Assessments required.

IB Math Applications and Interpretations HL 2

312B00IW
Grade: 12
1 credit(s) (2nd of 2-year course)
Prerequisite: IB Math Applications and Interpretations HL 1

This course is the second year of a 2-year course for students successful in completing IB Mathematics Applications and Interpretations SL -1. This course is designed with an emphasis on applying mathematical skills in the real world. The course is designed for students interested in studying social sciences, natural sciences, statistics, business, engineering, some economics, psychology, and design. Students will develop strong skills in applying mathematics to the real-world as well as real mathematical problem-solving using technology. The course contains a heavy emphasis on probability and statistics as well as the study of number and algebra, functions, geometry and trigonometry, calculus, investigative, problem-solving, and modelling skills development leading to an individual exploration. Students will complete a math exploration, a piece of written work that involves investigating an area of mathematics. IB Internal and External Assessments required. IB Examination in May.

Group 6: Arts

IB Dance SL-1

450C00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None

This course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. The curriculum draws on a wide range of dance cultures that reflect varied histories, practices and aesthetics. IB Internal and External Assessments required. This is a 2-credit course which continues in (HL2/SL2). IB Internal and External Assessments are required and will be submitted in the Spring of the (HL2/SL2) course.

IB Dance SL-2

450A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Dance SL-1

This course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. The curriculum draws on a wide range of dance cultures that reflect varied histories, practices and aesthetics. IB Internal and External Assessments required. IB Examination in May. This course is a continuation of (HL1/SL1). IB Internal and External Assessments are required and will be submitted in the Spring.

IB Dance HL-1

450B00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level:12
Duration: 1 year
Prerequisite(s): None

This course has a holistic approach to dance and embraces a variety of dance traditions and dance cultures-past, present, and future. Students will develop skills through analysis, creation, composition, and collaborative work. The course facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. In addition, the course enables students to understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge. International Baccalaureate assessment for this course includes two externally assessed components, the composition and analysis and the dance investigation, as well as an internal assessment. This is a 2-credit course which continues in (HL2/SL2). IB Internal and External Assessments are required and will be submitted in the Spring of the (HL2/SL2) course.

IB Dance HL-2

450D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 12
Duration: 2 years (2nd in a two-year sequence)
Prerequisite(s): IB Dance HL-1

This course has a holistic approach to dance and embraces a variety of dance traditions and dance cultures-past, present, and future. Students will develop skills through analysis, creation, composition, and collaborative work. The course facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. In addition, the course enables students to understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge. International Baccalaureate assessment for this course includes two externally assessed components, the composition and analysis and the investigation, as well as an internal assessment. IB examination in May. This course is a continuation of (HL1/SL1). IB Internal and External Assessments are required and will be submitted in the Spring.

IB Film SL-1

453D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None

This course promotes an appreciation and understanding of film as a complex art form, an ability to formulate stories and ideas in film terms, the practical/technical skills of production, the critical evaluation of productions and knowledge of film-making traditions in more than one country. IB Internal and External Assessments required.

IB Film SL-2

453A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Film SL-1

This course promotes an appreciation and understanding of film as a complex art form, an ability to formulate stories and ideas in film terms, the practical/technical skills of production, the critical evaluation of productions and knowledge of film-making traditions in more than one country. IB Internal and External Assessments required. IB Examination in May.

IB Music SL-1

356D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Previous musical training

This course encourages students to engage with music from different times, places and cultures, critically appraise music, use musical terminology, develop techniques for comparative analysis, develop investigative thinking skills, learn to perform, work both independently and collaboratively, and to develop reflection techniques. IB Internal and External Assessments required.

IB Music SL-2

356A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Music SL-1

This course encourages students to engage with music from different times, places and cultures, critically appraise music, use musical terminology, develop techniques for comparative analysis, develop investigative thinking skills, learn to perform, work both independently and collaboratively, and to develop reflection techniques. IB Internal and External Assessments required. IB Examination in May.

IB Theatre Arts SL-1

452D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Previous theatre training

This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. IB Internal and External Assessments required.

IB Theatre Arts SL-2

452A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Theatre Arts SL-1

This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. IB Internal and External Assessments required. IB Examination in May.

IB Theatre Arts HL-1

452B00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (1st in a two-year sequence)
Prerequisite(s): Previous theatre training

This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre. IB Internal and External Assessments required.

IB Theatre Arts HL-2

452C00IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (2nd in a two-year sequence)
Prerequisite(s): IB Theatre HL -1

This course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre. The theatre course emphasizes the importance of working individually and as a member of an ensemble. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre. IB Internal and External Assessments required. IB Examination in May.

IB Visual Arts SL-1

351E00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Previous art training

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

IB Visual Arts SL-2

351A01IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Art 1 and one (1) other Visual Arts Course or portfolio review by the IB Visual Arts Teacher

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

IB Visual Arts HL-1

351C01IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11
Duration: 2 years (1st in a two-year sequence)

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

Prerequisite(s): Art 1 and one (1) other Visual Arts Course or portfolio review by the IB Visual Arts Teacher

IB Visual Arts HL-2

351D02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 12
Duration: 2 years (2nd in a two-year sequence)
Prerequisite(s): IB Visual Arts HL-1

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

Transdisciplinary Subjects

IB Computer Science SL-1

471D00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate

This course will allow students to become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required.

IB Computer Science SL-2

471A00IW
Credit(s): 1 credit
IB Level: Standard
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Computer Science SL-1

This course will allow students to become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required. IB Examination in May.

IB Computer Science HL-1

471B02IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Candidate and Coordinator Approval

This course will allow students to become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required.

IB Computer Science HL-2

471C03IW
Credit(s): 1 credit
IB Level: Higher
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Computer Science HL-1

This course will allow students to become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. IB Internal and External Assessments required. IB Examination in May.

IB Sports, Exercise and Health Science SL-2

322E01IW
Credit(s): 1 credit
IB Level: Standard

This course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and optional topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and

Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): None

critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context. IB Internal and External Assessments required. IB Examination in May.

International Baccalaureate Diploma Program Additional Requirements

IB Theory of Knowledge 1

373A00IH
Credit(s): ½ credit
IB Level: N/A
Grade Level: 11
Duration: 1 year (the first of a two-year sequence)
Prerequisite(s): Enrollment as an IB Diploma Candidate

This course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). IB Internal and External Assessments required.

IB Theory of Knowledge 2

373B00IH
Credit(s): ½ credit
IB Level: N/A
Grade Level: 12
Duration: 1 year (the second of a two-year sequence)
Prerequisite(s): Theory of Knowledge-1, enrollment as an IB Diploma Candidate

This course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). IB Internal and External Assessments required.

IB Extended Essay

373C00HH
Credit(s): ½ credit
IB Level: N/A
Grade Level: 12
Duration: 1 year
Prerequisite(s): Enrollment as an IB Diploma Candidate

This course requires that a student engage in independent research. Internal Assessment: Meeting the deadlines of Extended Essay and CAS is the high priority in this course. Scheduled meetings with EE/CAS Supervisors are required. IB Internal and External Assessments required.

IB Creativity, Action, Service

373D00HH
Credit(s): ½ credit
IB Level: N/A
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): Enrollment as an IB Diploma or IBCP Candidate

This course requires that students actively learn from the experiences beyond the classroom. Activities should be selected as they relate to eight learner outcomes and represent approximately 150 hours of interaction. Internal Assessment: Meeting the deadlines CAS is the high priority in this course. Scheduled meetings with CAS Supervisors are required. CAS activities target eight learner outcomes. IB Internal and External Assessments required.

IB Career Certificate Additional Courses

IB Personal and Professional Skills (Lower Richland)

373E00HH
Credit(s): ½ credit
IB Level: N/A
Grade Level: 11 – 12

This course (PPS) is a compulsory component of the Career-related Programme (CP) core. Personal and professional skills are designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Duration: 1 year
Prerequisite(s): IB Career Certificate Program Candidates

IB Reflective Project (Lower Richland)

373F00HH
Credit(s): ½ credit
IB Level: N/A
Grade Level: 11 – 12
Duration: 1 year
Prerequisite(s): IB Career Certificate Program Candidate

This course is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the CP. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

LBA Supplemental Courses for IB

French Composition and Conversation

369900CW
(Only offered at IB Schools)
Grades: 9 – 12
1 credit
Prerequisites: French 2

This course is designed for students planning to participate in the IB diploma courses are encouraged to take this course. French Composition and Conversation is designed to offer students who have completed at least two units of French in middle school an opportunity to enhance their language proficiency before starting the IB courses. Through this course, students will improve their conversation skills and their written expression. As suggested within the South Carolina Foreign Language Framework, the instructor will use communication-based strategies. The instructor will also use a variety of print and non-print authentic materials to engage students in activities designed to enhance their communication skills in settings that simulate, as much as possible, real-life situations. (LBA)

Spanish Composition and Conversation

369907CW
(Only offered at IB Schools)
Grades: 9 – 12
1 credit
Prerequisites: Spanish 2

This course is designed for students planning to participate in the IB diploma courses are encouraged to take this course. Spanish Composition and Conversation is designed to offer students who have completed at least two units of Spanish in middle school an opportunity to enhance their language proficiency before starting the IB courses. Through this course, students will improve their conversation skills and their written expression. As suggested within the South Carolina Foreign Language Framework, the instructor will use communication-based strategies. The instructor will also use a variety of print and non-print authentic materials to engage students in activities designed to enhance their communication skills in settings that simulate, as much as possible, real-life situations. (LBA)

HIGH SCHOOL CAREER AND TECHNICAL EDUCATION

(HIGH SCHOOL PROGRAMS ONLY)

GENERAL ELECTIVES

Below are the district-wide Career and Technical Education (CTE) course offerings for school-based programs.

Agriculture, Food, and Natural Resources

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

Agricultural Science and Technology (Keenan)

562400CW
Grades 9-12
1 credit
Prerequisite: None

This course is a foundation course designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conversation of natural resources, and the impact of agricultural and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

Animal Science for the Workplace 1 (Keenan)

560800CD
Grades 11
2 credits
Prerequisite: Completion of Agricultural Science and Technology with a "C" or better, Instructor Recommendation

This course is designed to teach technical knowledge and skills for entry-level positions in an animal production enterprise by developing competencies concerning the selection, breeding, physiology, nutrition, health, housing, feeding, and marketing of farm and companion animals. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of animals and animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities.

Animal Science for the Workplace 2 (Keenan)

560900CD
Grades 12
2 credits
Prerequisite: Animal Science for the Workplace 1 with a "C" or better, Instructor Recommendation

This course covers animal care and veterinary science and is designed to teach technical knowledge and skills for occupations in the pet industry or the companion animal industry. Skills also relate to the veterinarian or the veterinarian technician career field. Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc. participating in personal and community leadership development activities; and planning a relevant school to work transition experience. All students must provide the instructor with verification of medical insurance coverage. All students may join the student organization Future Farmers of America.

Introduction to Veterinary Science (Keenan)

561300CW
Grade 12
1 credit
Prerequisite: Animal Science for the Workplace 1

This course is an advanced animal science course; students will explore the field of veterinary medicine. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other work-based learning experiences.

Work Based Learning (Keenan)

5690 Agricultural, Food, and Natural Resources, Internship, work-based credit

569000CW
120 Hours
3.S Credit

This course is part of a program which coordinates high school studies with a job in a field related to academic and 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)

Business, Management, and Administration

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

Personal Finance

514100CH
Grades: 9 – 12
.5 credit
Prerequisite: None

This course offers students the opportunity to participate in using experiential activities to learn the basic principles of personal finance and how to manage their money in a global economy, which include budgeting, banking, insurance, mortgages, savings, investments, inheritance, retirement, tax, and estate planning. Students will also learn about consumer protection laws, internet safety, and cyber security, enabling them to safeguard financial information against technology-based attacks.

REQUIRED for graduation effective for incoming freshman 2023. This course does not count as part of a CTE completer program.

Administrative Support Technology

512200CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed to provide an overview of the major responsibilities and tasks in an administrative support position. The objectives of the course are to enhance technology and communication skills; solve business-oriented problems; manage processes and procedures of organizations; and demonstrate effective supervisory, management, and human relations skills.

Business Law

504400CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course is designed to provide the student with knowledge of the legal environment in which a consumer operates, to provide the student with knowledge of the legal environment in which a business operates, and to provide the student with knowledge of legal principles. All students are encouraged to join Future Business Leaders of America (FBLA).

Digital Publication Design

517600CW
Grades: 9-12
1 credit
Prerequisite: None

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 a nationally recognized Adobe certification. (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

Digital Technologies

518000CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course introduces students to new and emerging technologies that are impacting the way we utilize information when accessing computers and other technology devices. Students will be introduced to speech recognition software, mobile applications, 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
Grades: 10 – 12
1 credit
Prerequisite: None

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology. All students are encouraged to join Future Business Leaders of America (FBLA).

Image Editing

534000CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed to provide students with the knowledge and skills needed to master image manipulation and photographic retouching. Image editing tools are used by industry professionals to edit and enhance most images presented in magazines, newspapers and other media. Students will explore the technical and artistic aspects of image editing by creating images to be used in various types of media. Successful completion of this course will prepare the student for industry certification. (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

Integrated Business Applications 1

502000CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. All students are encouraged to join Future Business Leaders of America (FBLA). (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.) Digital Workplace Applications replaces Integrated Business Applications 1 beginning 2022 – 2023.

Business Data Applications

502100CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course of study is designed to teach students how the collection, manipulation, storage, and retrieval of data has become an important tool and indicator of business success. Data Applications allow students to problem-solve and critically think. Using spreadsheet and database software applications, students make real-world decisions. Successful completion of this course will prepare the student for industry certification. (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.)

Virtual Enterprise 1

515000CW
Grades: 10-12
1 credit
Prerequisite: None

This course allows students to experience, within a simulated business environment, all facets of being an employee/entrepreneur. Students run simulated businesses in their schools and engage in virtual trading with other virtual businesses. The program provides students with instruction and in-school work experience to develop college and career ready skills. Opportunities to participate in organized competitions on local, state, and national levels are integral to the course. All students are encouraged to join Future Business Leaders of America (FBLA).

Virtual Enterprise 2

515100CW
Grades: 10 – 12
1 credit
Prerequisite: Virtual Enterprise 1

This course in the Virtual Enterprise program extends the students' experience within a simulated business environment. Students continue to run simulated businesses in their schools and engage in virtual trading with other virtual businesses. The program provides students with instruction and in-school work experience to develop college and career ready skills. Opportunities to participate in organized competitions on local, state, and national levels are integral to the course.

International Business

503200CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course provides students with an understanding of business operations in the global arena. Students gain an understanding of global trade, international and political culture, legal and trade agreements, importing/exporting, global finance and economics, product and service distribution, marketing, and travel. For students who wish to pursue international studies at the post-secondary level, this course provides a solid understanding of global concepts and business entrepreneurship. International Business replaced Global Business in 2021 – 2022.

Fundamentals of Real Estate (Eau Claire)

545000CW
Grades:
1 credit
Prerequisite:

This course teaches students about the responsibilities they owe to customers and clients, including the duty of disclosure. It covers when and how disclosure should be made in transactions involving buying, selling, or renting property. The course also reviews disclosure laws related to advertising and agency relationships. Additionally, it explains the different types of agencies and their implications for customers and clients.

Advanced Real Estate (Eau Claire)

545100CW
Grades:
1 credit
Prerequisite:

This course is designed to be a practical guide that will cover all facets of the law of agency. It will cover the history of agency law and common law and will provide an overview of the development of the agency arrangement throughout the years. The course will explain the key elements of fiduciary responsibility and the consequences for failing to carry out those responsibilities. This course will go on to discuss the benefits and responsibilities surrounding a buyer's agency relationship and will detail the various buyer relationships that exist.

Work Based Learning

5490 Business, Management, and Administration, Internship, work-based credit

549000CW
120 Hours
1.0 Credit

This course is part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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)

Education and Training

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

Child Development 1 (Eau Claire, Keenan, Lower Richland)

580000CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course will allow students to learn the responsibilities of parenting; controlling family size; prenatal development and care; followed by a study of a child's emotional, mental, social and physical development up to age five. Observations of children and careers in the care of children will be emphasized. Guided observations and participation with young children and their parents will be incorporated. The knowledge, skills, attitudes, and understanding gained will prepare a student to assume a parental role and/or career involving the care and nurture of the young. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Child Development 2 (Eau Claire, Keenan, Lower Richland)

580100CW
Grades: 10 – 12
1 credit
Prerequisite: Child Development 1 with a "C" or better and instructor recommendation

This course is for students who have a keen interest and/or immediate need for acquiring skills in the care of young children. The skills required in Child Development I should be mastered prior to instruction in Child Development II. This course prepares students for early childhood careers. Individualized instructional strategies will be used to encourage the creative application of theories and practices to promote physical, mental, emotional, and social development. All students in this course must provide the instructor with verification of medical insurance coverage. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Early Childhood Education 1

570000CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course will allow students to have hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships. Participation in student organizations, Educators Rising (former Future Educations Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

Early Childhood Education 2

570100CW
Grades: 10 – 12
1 credit
Prerequisite: Early Childhood Education 1

This course 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 activities. Student laboratory/field experiences may be school based or in the community and include job shadowing and internships. Students are strongly encouraged to join the student organization Family, Career, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Introduction to Early Childhood Education

570200CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course is designed as an introduction to skills required for a career in the care, education and administration of programs for young children. Students will develop skills in areas including career paths, developmentally appropriate practices, safe and healthy learning environments, and collaborative relationships. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

Parenting Education 1 (Lower Richland)

581600CW
Grades: 10 – 12
1 credit
Prerequisite: None

This course teaches students the hardships of parenting but also valuable skills that can be used later in life. Students learn about children's growth and development, how parenting influences the health and wellness of children, roles and responsibilities of parenting, the importance of planning before becoming a parent, the challenges adolescents encounter as a parent, the importance of planning to become a parent, and parenting education career pathways and professionalism. Workplace Readiness Skills are incorporated throughout the course learning experiences. Family, Career, and Community Leaders of America (FCCLA) is a Career and Technical Student Organization (CTSO) that extends the classroom learning experience through leadership development activities and student competitions.

Work Based Learning

6390 Education and Training Internship, work-based credit

639000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and 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.

Finance

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

Accounting 1

500100CW
Grades: 10-12
1 credit
Prerequisite: None

This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting. All students are encouraged to join Future Business Leaders of America (FBLA).

Accounting 2

500500CW
Grades: 11-12
1 credit
Prerequisite: Accounting 1 with minimum grade of "C" or better and/or instructor approval

This course allows students to develop advanced skills that build upon those acquired in Accounting 1. Students continue applying accounting concepts related to business entities. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating and recording adjusting entries, and interpreting financial information. The student will demonstrate knowledge of accounting principles through the use of computer software and simulated activities.

Banking Services

527100CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed to offer a unique approach to understanding the banking services. It introduces banking services and functions, including the business of banking, careers in banking and finance, origins and purposes of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending, specialized bank services, promoting the bank, and security and ethics. All students are encouraged to join Future Business Leaders of America (FBLA).

Business Finance

527300CW
Grades: 10-12
1 credit
Prerequisite: None

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, banking services, consumer credit, business insurance, technology and financial management, and international finance. All students are encouraged to join Future Business Leaders of America.

Advanced Personal Finance

513100CW
Grades: 10-12
1 credit
Prerequisite: None

This course is an in-depth study of the principles of personal finance. Using experiential activities, students will learn tools and techniques to become financially literate living and working within a global marketplace. Tools and techniques include budgeting, managing credit and debt, banking, developing investments, reducing financial risk, computing earnings and taxes, renting or purchasing housing, evaluating post-secondary education and training funding. Also, students will learn to use consumer protection laws, internet safety and cyber security to safeguard their finances. Upon successful completion of this course, students may have the opportunity to demonstrate career-readiness with the attainment of an industry-recognized certification.

Work Based Learning

6190 Finance Internship, work-based credit

619000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and 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.

Governance

Governance is a secondary program of study that focuses on the systematic analysis of public policy issues and decision processes. Include instruction in the role of economic and political factors in public decision-making and policy formulation, microeconomic analysis of policy issues, resource allocation and decision modeling, cost/benefit analysis, statistical methods, and applications to specific public policy topics.

Foundations of Leadership (Keenan)

657000CW
Grades: 9-12
1 credit
Prerequisite: None

This course enables students to develop leadership skills necessary for success in business and industry. Concepts for the course include goal setting, motivation, team building, time management, problem solving, conflict resolution, communication, ethics, and diversity.

Principals of Management and Administration

657100CW
Grades: 9 –12
1 credit
Prerequisite: Foundations of Leadership

This course introduces students to the knowledge and technical skills of working in public service and to serving the public in a government or public administration career. Students will be given the opportunity to participate in essential learning experiences in the classroom, including the use of the necessary equipment, supplies, and facilities, and the student will be able to complete the following core standards.

Community and Regional Planning (Keenan)

657200CW
Grades: 9-12
1 credit
Prerequisite: N/A

This course provides students with an understanding of the ever-changing socioeconomic and physical environments of our communities and planning for their future. Students will participate in planning community projects, where they will evaluate and seize opportunities to solve problems.

Business Law

504400CW
Grades: 10-12
1 credit
Prerequisite: None

This course is designed to provide the student with knowledge of the legal environment in which a consumer operates, to provide the student with knowledge of the legal environment in which a business operates, and to provide the student with knowledge of legal principles. All students are encouraged to join Future Business Leaders of America (FBLA).

Work Based Learning

6580 Government and Public Administration Internship, work-based credit

658000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and 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.

Health Science Education

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

PLTW Biomedical Innovation (C.A. Johnson, Columbia)

558300HW
Grade: 12
1 credit
Prerequisite: Successful completion of PLTW Principles of Biomedical Sciences and PLTW Human Body Systems

This course will allow students to delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society. Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina.

Foundations of Healthcare Professionals

555000CW
Grade: 9-12
1 credit
Prerequisite: Biology 1, Students must achieve a score of 75% or higher in this course.

This course will allow students to be introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. All students must provide verification of medical insurance coverage.

All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Advanced Health Care Applications

555100CW
Grade: 10-12
1 credit
Prerequisite: Successful completion of Biology and Health Science 1. Students must achieve a score of 75% or higher in each Physical Healthcare course taken.

This course will allow students to apply 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 BLS in this course. All students must provide verification of medical insurance coverage. 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– Human Structure, Function & Disease (C. A. Johnson, Lower Richland)

555200CW
Grades: 11-12
1 credit
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)

This course will allow students to learn basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that the body systems have with disease from the healthcare point of view. This is a very "hands-on" course, and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as lab science). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and 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 Clinical Study (Honors) (C. A. Johnson, Lower Richland)

556000HD
Grade 12
2 credits
Prerequisites: Health Science 1, 2, and the third level of Health Science with a grade of 75 or higher (The third level of Health Science 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.

This course is an honors course that will allow students to make connections from the classroom to the healthcare industry through work-based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district's geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom. Nurse-Aide candidates: Under the direction and supervision of a registered nurse, students are prepared to perform nursing-related services to patients and residents in hospitals or long-term care facilities. For Nurse-Aide programs, students will review all foundation standards in the clinical study program, as well as the addition of the SC Nurse Aide Curriculum found in the training program packet. This course meets all DHHS federal and state requirements for a certified nurse aide program in an approved NA training facility (NA program is optional). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to clinical internship experience, students must have a TB skin test and Hepatitis B injection. Student personal malpractice liability insurance is required, and the cost will be paid by the district. Students will adhere to program requirements for training site agreements. Instructor approval is required to start the application process. The application and selection process must be completed before enrollment in the Health Science Clinical Study.

PLTW Human Body Systems (C.A. Johnson, Columbia)

558102HW
Grade: 10
1 credit
Prerequisite: PLTW Principles of Biomedical Sciences

This course will allow students to be engaged in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

PLTW Medical Intervention (C.A. Johnson, Columbia)

558200HW
Grade: 11
1 credit
Prerequisite: PLTW Human Body Systems

This course will allow students to be engaged in activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Medical Terminology (C.A. Johnson, Lower Richland)

554000CW
Grades: 10- 12
1 credit
Prerequisite: Satisfactory completion of Biology 1 and either Healthcare Science 1, Sport Medicine 1 or EMS 1 with a 75% or higher or with the direct recommendation of instructor from the level one or two course

This course will allow students to be introduced to medical terms, including roots, prefixes, and suffixes, with emphasis on spelling, definition, and pronunciation. This curriculum provides an introduction to any health field. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Pharmacology for Medical Careers (C.A. Johnson, Lower Richland)

557000HW
Grade: 10
1 credit
Prerequisite: Health Science 1, Sports Medicine 1 or PLTW Principles of Biomedical Sciences

This course will allow students to use an interactive multimedia training system specifically designed to assist pharmacy technicians in passing the Pharmacy Technician Certification Board (PTCB) national certification program. State regulations determine the exact duties that a pharmacy technician is allowed to perform. Students are guided to make connections from the classroom to the healthcare through work-based learning experiences. All students must provide verification of medical insurance coverage. Student personal malpractice liability insurance is required, and the cost will be paid by the district. All students will need 2 uniforms, white shoes and a watch with a second hand. Prior to the clinical internship experience, students must have a TB skin test and Hepatitis B injections. All immunizations must be up-to-date including mumps, measles and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Students will sign and adhere to a Clinical Internship Agreement. A minimum of 1,000 hours of clinical services at a community pharmacy are required. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

PLTW Principles of Biomedical Sciences (C.A. Johnson, Columbia)

558001HW
Grades: 9-10
1 credit
Prerequisite: None

This course will allow students to be engaged in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Work Based Learning

5590 Health Science Internship, work-based credit

559000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Foundations of Public Health (Lower Richland)

558600CW
Grades: 10-12
1 credit
Prerequisite: Health Science 1 or PLTW Principles of Biomedical Science

This foundational course will provide introductory information for students interested in public health. This course will provide an understanding of the various components that influence personal, community, and population health. Whether that be in a world affected by a pandemic or from a day-to-day perspective in a world without one. The students will be introduced to epidemiology and biostatistics while analyzing foundational principles of public health education. This introductory course will prepare students for the advanced course as well as help them decide if they have an interest in public health.

Advanced Principles of Public Health (Lower Richland)

558700CW
Grades: 10-12
1 credit
Prerequisite: Foundation of Public Health

This advanced course will provide information for students to acquire an understanding of various kinds of research that promote public health. This course will provide an understanding of the various topics and concepts including epidemiology, immune system, outbreak investigation, public health surveillance, ethics and research study designs. The inquiry-based instruction of this course allows students to engage in problem solving, decision-making, critical thinking, and applied learning, to provide every student the opportunity to be successful not only in this course but hereafter. This advanced course will give students more tools for completing their senior capstone and a better understanding of what is involved with epidemiological research. Students taking this course will be better prepared for entry level post-secondary public health courses.

Sports Medicine 1 (C.A. Johnson)

555501CW
Grade: 11
1 credit
Prerequisite: None

This course will allow students to learn 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 concepts. 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 (C.A. Johnson)

555601CW
Grade: 10-12
1 credit
Prerequisites: Students must have successfully completed Sports Medicine 1. Strongly recommend successful completion of Medical Terminology, Health Science 3, or Anatomy and Physiology

This course will allow students to learn to assess and rehabilitate 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 (C.A. Johnson)

555700CW
Grade: 12
1 Credit
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

This course will allow students 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.

Emergency Medical Services 1

531001CD
Grade: 10 - 12
1 or 2 credit(s)
Prerequisite: None

This course is the first in a sequence of courses. Emergency Medical Services 1 is designed to teach students how to recognize and respond to various emergencies. Students will review basic anatomy and physiology as it relates to injury management and treatment. Students will review basic information needed for all phases of a healthcare professional. Information that students are exposed to will include legal and ethical implications, communications, safety, infection control and professionalism. In this course, students will learn what skills are necessary to recognize and care for emergencies in adults, children, and infants until professional medical help arrives. Students will obtain FA/CPR/AED certification. Students will be required to perform light physical activity.

Emergency Medical Services 2

553202CD
Grade: 10 - 12
1 or 2 credit(s)
Prerequisite: Emergency Medical Services 1

This course is the second course in a sequence of courses. Emergency Medical Services (EMS) 2 is a continuation of EMS 1. The course includes content and skills that first responders need to provide appropriate initial care, regardless of the type of emergency. EMS 2 stresses the steps to follow in an emergency until more advanced medical personnel arrive. The skills and content taught at this level become more specific and rigorous. Students in this course will be certified in FA/CPR/AED if not certified before course attendance. Recertification may take place as needed. *Successful completion of this course may result in First Responder certification being available through various national certifying bodies.

Emergency Medical Services 3

553300CW
Grade: 12
1 or 2 credit(s)
Prerequisite: Emergency Medical Services 2

This course is Emergency Medical Technician (EMT- EMS 3 serves as an entry level course in professional health careers. EMT is a solid foundation for further study in prehospital care (intermediate and paramedic) nursing, physical and occupational therapy, and premedical studies. EMT/EMS 3 provides the student with the knowledge and skills for the emergency medical field, responsibilities, first aid measures, and use of emergency equipment. The course may be offered as a dual-enrollment course with the local technical college or may be offered on a high school campus with a DHEC (Department of Health and Environmental Control) approved EMT instructor. After the student's 18th birthday and successful completion of both the practicum and the theoretical National Registry examination for EMT, the student will be nationally registered, and state certified in South Carolina. National registry card expires in two years and state certification expires every four years.

Work Based Learning

5591 Sports Medicine Internship, work-based credit

559100CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

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 (Lower Richland)

572201CW
Grades: 9-10
1 credit
Prerequisite: None

This course will focus on 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 (Lower Richland)

572001CD
Grade: 11
2 credits
Prerequisites: GPA of 2.0 or better; Interviewed by the Instructor

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 (Lower Richland)

572100CD
Grade: 12
2 credits
Prerequisites: Successfully completed Culinary Management 1 with a “C+” average or better; Instructor recommendation

This course is a continuation of Culinary Management 1. Students will complete the two-year Pro-Start program. This program includes the industry driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry185-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 (Keenan)

547800CW
Grades: 11 – 12
1 credit
Prerequisite: None

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.

Event and Entertainment Management (Keenan)

547500CW
Grades: 10 – 12
1 credit
Prerequisite: Introduction to Hospitality and Tourism Management

This course in Event and Entertainment Management students will CREATE MAGIC AND MEMORIES… by learning 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning.

Lodging Management (Keenan)

547300CW
Grades: 10 – 12
1 credit
Prerequisite: Introduction to Hospitality and Tourism Management

This course is the study of the lodging industry's history, growth, development and future direction. Students will learn what it takes to provide ideal guest experience from a management perspective. The course covers front office procedures and interpersonal dynamics from reservations through night audit. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning experiences.

Travel and Tourism Management (Keenan)

547400CW
Grades: 10 – 12
1 credit
Prerequisite: Introduction to Hospitality and Tourism Management

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 are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations.

Work Based Learning

5190 Hospitality and Tourism Internship, work-based credit

519000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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

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 childcare services.

Cosmetology 1 (Lower Richland)

615000CD
Grade: 11
2 credits
Prerequisites: GPA of 2.0 or better; Interviewed by the Instructor

This course is designed to prepare students to qualify for the state cosmetology licensure examination. This is a two-year completion program. Students will receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair setting, hair styling, hair shaping, hair waving, hair relaxing, hair coloring, hair lightening, shampooing and rinses. Care of skin and nails includes manicuring, pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, hands, arms, and legs is incorporated by means of theory and practical application on mannequins and clients. Also included in the course of study is salon planning and management. Applicants must be at least 16 years old and have completed the 10th grade. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage. Students are required to pay a one-time fee of $150.00 to cover the cost of workbooks, exam reviews, uniforms, consumable items and the use of a district-owned kit. Students have the option to purchase their own personal kit for an additional cost if desired. Please consult with your instructor for payment details if you wish to purchase a kit. Fees are non-refundable.

Cosmetology 2 (Lower Richland)

615100CD
Grade: 11
2 credits
Prerequisites: Successfully completed Cosmetology 1 with a 75 average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 1. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society. All students must provide the instructor with proof of medical coverage.

Cosmetology 3 (Lower Richland)

615200CD
Grade: 12
2 credits
Prerequisites: Successfully completed Cosmetology 2 with a 75 average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 2. All students must provide the instructor with proof of medical coverage. Students practice and prepare for the theory and practical portions for the South Carolina Board of Cosmetology Licensure Examination. Students are strongly encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Cosmetology 4 (Lower Richland)

615300CD
Grade: 12
2 credits
Prerequisites: Successfully completed Cosmetology 3 with a 75 average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 3. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. All students must provide the instructor with proof of medical coverage.
Students are strongly encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Work Based Learning

5790 Human Services Internship, work-based credit

579000CW
120 Hours
1.0 Credit

This course is a part of the program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Family and Consumer Sciences 1 (C.A. Johnson, Eau Claire, Keenan)

580800CW
Grades: 9-12
1 credit
Prerequisite: None

This course 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 (C.A. Johnson, Eau Claire, Keenan)

580900CW
Grades: 10-12
1 credit
Prerequisites: Family Consumer Science 1 with a "C" or better and/or instructor recommendation

This course is a comprehensive exploratory course that provides more intense skills. Instruction and learning experiences emphasize family roles, relationships, responsibilities, and resources: and the development of understandings, attitudes and skills relevant to personal, home, and family life responsibilities. All students must provide the instructor with verification of medical insurance coverage. All students are strongly encouraged to join Family, Career and Community Leaders of America (FCCLA). Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Family Life Education 1 (Eau Claire, Keenan)

582000CW
Grades: 9-12
1 credit
Prerequisite: None

This course helps students understand and learn to apply various concepts to gain and maintain healthy relationships throughout their lives. Topics such as applying interpersonal skills in relationships, critiquing financial decisions, and determining risk factors of healthy lifestyles are included in the course content. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Family Life Education 2 (Eau Claire, Keenan)

582100CW
Grades: 10-12
1 credit
Prerequisite: Family Life Education 1

This course will expand on the acquired 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. 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 (Lower Richland)

580400CW
Grades: 9-12
1 credit
Prerequisite: None

This course introduces students to the concept of choosing clothing for a purpose. Students explore color plans, gain consumer skills in making informed shopping decisions, and explore careers. Students determine clothing quality; understand the information on labels and hangtags and planning a wardrobe. Students will have the opportunity to practice sewing techniques and altering and/or repairing household and clothing items. All fabric and sewing notions are to be supplied by the student for one project. All students must provide verification of medical insurance. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Fashion, Fabric, and Design 2 (Lower Richland)

580500CW
Grades: 10-12
1 credit
Prerequisites: Fashion, Fabric, and Design 1 with a “C” or better and/or instructor recommendation

This course in Fashion, Fabric, and Design 2 will allow students to receive rigorous and relevant learning experiences as they study textiles, color analysis, wardrobe planning, interior designing, advanced and quality design techniques, and job opportunities in the clothing and interior field. All materials are to be supplied by the student for each project or garment constructed. A minimum of two projects is required and additional projects are encouraged. Tailoring techniques will be introduced as appropriate for the individual student. All students must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, FCCLA. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Financial Fitness 1 (Eau Claire, Keenan)

581200CW
Grades: 10-12
1 credit
Prerequisite: None

This course is designed to help students develop financial management skills by utilizing sound decision making procedures, evaluating marketplace alternatives, creating a personal budget, becoming knowledgeable of the rights and experiences will provide real life application such as; buying a car, budgeting money, using credit wisely, selecting the first apartment, and avoiding “rip offs” when making purchases. Learning experiences emphasize financial planning and budgeting as a basis for personal/family security. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Financial Fitness 2 (Eau Claire, Keenan)

581300CW
Grades: 10-12
1 credit
Prerequisites: Financial Fitness 1 with a “C” or better and instructor recommendation

This course in Financial Fitness 2 is an in-depth study of financial management skills. Building on the skills mastered in Financial 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 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)

582400CW
Grades: 9-12
1 credit
Prerequisite: None

This course in Foods and Nutrition 1 will allow students to receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Foods and Nutrition 1 is a prerequisite for Food and Nutrition 2. National Certification: ServSafe® Employee. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Foods and Nutrition 2 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)

582500CW
Grades: 9-12
1 credit
Prerequisite: Foods and Nutrition 1

This course in Food and Nutrition 2 will allow students to 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 provide 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.

Work Based Learning

5890 Family and Consumer Sciences Internship, work-based credit

589000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Information Technology

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

Fundamentals of Computing

502300CW
Grades: 9-12
1 credit
Prerequisite: None

This course is designed to introduce students to be 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. *Counts as Computer Science graduation requirement.*

IT Fundamentals

502500CW
Grades: 9-12
1 credit
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 credit in some three-credit CTE completer programs. *Counts as Computer Science graduation requirement.*

Discovering Computer Science

506100CW
Grades: 9-12
1 credit
Prerequisite: None

This course will allow students exposure 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. *Counts as Computer Science graduation requirement.*

Fundamentals of Web Page Design and Development

503100CW
Grades: 10-12
1 credit
Prerequisite: None

This course will allow students to 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
Grades: 10-12
1 credit
Prerequisite: Successful completion of Fundamentals of Web Page Design and Development

This 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.

Game Design and Development (Keenan)

535200CW
Grades: 10 – 12
1 credit
Prerequisite:

This course covers major aspects of game design including character and world development, game playing, game genres, and theories and principles of game design. Students will gain hands-on experience in simple game development. Concepts and practices will be explored to help students decide if they are interested in pursuing careers in game programming.

Foundations in Animation (Keenan)

505000CW
Grades: 10-12
1 credit
Prerequisite: Successful completion of Fundamentals of Web Page Design and Development

This course prepares students to use artistic and technological foundations to create animations. The basic principles of digital animation are reviewed, including character development and story conception through production. Students learn the technical language used in the animation industry and basic animation methods. They will also learn techniques about various ways to plan, create, and prepare for animation in pre-production, production and post-production. This course prepares students for the Adobe Certified Associate for Flash/Animate CC certification exam.

Work Based Learning

5390 Information Technology Internship, work-based credit

539000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

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.

Fire Fighter 1 (Lower Richland)

651400CD
Grades: 10-11
2 credits
Prerequisites: None

This course provides the basic skills necessary to get personnel operational and performing on the fire ground. Topics include the following: orientation to the fire service; safety; fire department communications; fire behavior; fire prevention and public fire education; protective clothing; building search and victim removal; ropes and knots; building construction; forcible entry and forcible entry construction techniques; ground ladders; ventilation; hose practices, water supply, and fire streams; Classes A, B, C, and D fire identification and classification; vehicle and wild land fire control; portable extinguishers and sprinkler system fundamentals; and salvage, overhaul and protecting evidence of fire cause. Successful completion of written and performance testing is required. Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA student organization costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

Fire Fighter 2 (Lower Richland)

651500CD
Grades: 11-12
2 credits
Prerequisites: Completion of Firefighter I with a "C" or better; Instructor Recommendation

This course provides students with the knowledge and skills to meet the National Firefighter Standards. Topics include the following: radio communications and incident reports, pre-incident surveys, rescues and extrication tools, vehicle extrication and special rescues, hydrant flow and operability, hose tools and appliances, foam fire streams, fire detection, alarm and suppression systems, construction materials and building collapse, and fire cause and origin. The course introduces the Emergency Medical Services System and implementation of proper safety and infection control measures. Successful completion of written and performance testing is required to meet national firefighting certification. Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA student organization costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

Introduction to Law, Public Safety, Corrections and Security (Lower Richland)

650501CW
Grade: 10
1 Credit
Prerequisites: None

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 Skills USA student organization costing approximately $17.00.

Work Based Learning

6590 Law, Public Safety, Corrections, and Security Internship, work-based credit

539000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

Marketing

The Marketing cluster includes courses and/or programs related to planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.

Advertising

547000CW
Grades: 11-12
1 credit
Prerequisites: Marketing

This course is designed to introduce the concepts of advertising, planning, strategies, communication skills, and professional development. Course content includes budget development, media selection, design, and the preparation of ads for various media.
All students are encouraged to join Future Business Leaders of America (FBLA) and/or Distributive Education Clubs of America (DECA)—an association of marketing students.

Digital Media Marketing

542200CW
Grades: 11-12
1 credit
Prerequisite: Marketing

This course examines all aspects of advertising and digital media marketing. Students will creatively plan, design, and develop an advertising campaign for a product or service using real-world applications and considerations. Students will integrate technology commonly used in the advertising industry. All students are encouraged to join Future Business Leaders of America (FBLA) and/or Distributive Education Clubs of America (DECA)—an association of marketing students.

Marketing

542101CW
Grades: 9-12
1 credit
Prerequisite: None

This course introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses.
All students are encouraged to join Future Business Leaders of America (FBLA) and/or Distributive Education Clubs of America (DECA)—an association of marketing students.

Marketing Management

543100CW
Grades: 11-12
1 credit
Prerequisite: Marketing

This course includes the analysis of the marketing functions by examining in-depth human resource foundations, marketing and business fundamentals, distribution, promotion, retailing, fashion, hospitality, and tourism as applied in merchandising. Projects and computer simulations will allow students to further develop marketing strategies.

Merchandising

543000CW
Grades: 10-12
1 credit
Prerequisites: Marketing

This course is designed to prepare individuals to function as professional buyers of resale products and product lines for stores, chains, and other retail enterprises. The course content includes instruction in product evaluation, merchandising, applicable aspects of brand and consumer research, principles of purchasing, and negotiation skills.
All students are encouraged to join Future Business Leaders of America (FBLA) and/or Distributive Education Clubs of America (DECA)—an association of marketing students.

Sports and Entertainment Marketing

542500CW
Grades: 10-12
1 credit
Prerequisite: Marketing

This program is for students who wish to pursue careers in the various areas of the sports and entertainment industry. This includes careers in box office management and sales, group sales, public sales, marketing, operations, development and sports programming
All students are encouraged to join Future Business Leaders of America (FBLA) and/or Distributive Education Clubs of America (DECA)—an association of marketing students.

Work Based Learning

5091 Marketing Internship, work-based credit

509100CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Science, Technology, Engineering, and Mathematics/Project Lead the Way

The Science, Technology, Engineering, and Mathematics (STEM) Cluster incorporates career opportunities in all aspects of engineering and engineering technologies.

Food Science 1 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)

575700CW
Grade: 10-12
1 credit
Prerequisites: Foods and Nutrition 1, and/or Sports Nutrition 1

This course will allow students to receive rigorous and relevant learning experiences as they study the science behind food. Students will learn biology, chemistry, and physics as they investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

Food Science 2 (C.A. Johnson, Eau Claire, Keenan, Lower Richland)

575800CW
Grades: 11-12
1 credit
Prerequisite: Food Science 1

This course will allow students to discover different ways to preserve food. Create an original food product, technique, or process to be used in the food industry. Learn biology, chemistry, and physics as you continue to investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion. Students are strongly encouraged to participate in the student organization Family Careers, and Community Leaders of America (FCCLA). Eligible students may be nominated by their instructor to join the National Technical Honor Society.

PLTW Aerospace Engineering (Columbia, Dreher, Keenan, Lower Richland)

605601HW
Grades: 11-12
1 credit each
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" or better and instructor recommendation

This course will allow students the ability to explore the physics of flight and bring what they're learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover.
All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join the 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 Civil Engineering and Architecture (Columbia, Dreher, Keenan, Lower Richland)

605801HW
Grades: 11-12
1 credit each
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" or better and instructor recommendation

This course will allow students to learn important aspects of building and site design and development, and then they apply what they know to design a commercial building. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join the 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 (Keenan, Lower Richland)

637201HW
Grades: 11-12
1 credit
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" average or better

This course will allow students to 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 the 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 (Keenan, Lower Richland)

637700HW
Grades: 11-12
1 credit
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" average or better

This course will allow students to 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 (Columbia, Dreher, Keenan, Lower Richland)

605200HW
Grades: 11-12
1 credit each
Prerequisites: PLTW Introduction to Engineering Design and PLTW Principles of Engineering with a "C" or better and instructor recommendation

This course will allow students to 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 the 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 (Columbia, Keenan)

605400HW
Grade: 12
1 credit
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

This course will allow students to 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 the Technology Student Association (TSA). Students who successfully pass the end-of-course exam can qualify to receive college credit from the University of South Carolina.

PLTW Introduction to Engineering Design (Columbia, Dreher, Flora, Keenan, Lower Richland)

605100HW
Grades: 9-10
1 credit each
Prerequisites: Algebra I or equivalent, overall GPA of 2.0 or higher

This course will allow students to 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 the 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 (Columbia, Dreher, Flora, Keenan, Lower Richland)

605001HW
Grades: 9-10
1 credit each
Prerequisites: PLTW Introduction to Engineering Design with a "C" or better and instructor recommendation

This course requires all students to provide the instructor with verification of medical insurance coverage. All students are asked to join the 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 A (Columbia, Dreher)

637300HW
Grades: 9-12
1 credit each
Prerequisites: None

This course focuses on further developing computational thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course. All students are asked to join the 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 Cybersecurity (Columbia)

637800HW
Grades: 10 – 12
1 credit each
Prerequisites: None

This course is a full-year course implemented in 10th grade or above. The course's design exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity strongly connects to the National Cybersecurity Workforce Framework (also known as the NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), this framework identifies standards developed by numerous academic, industry, and government organizations. The framework objectives address topics that span K12 education and guide learning progressions. The objectives also incorporate many of the big ideas and learning objectives outlined by the College Board and addressed in AP Computer Science courses. In addition, the course integrates Computer Science Teachers Association (CSTA) standards. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts and other careers that comprise information security. The course contains the following units of study.

Work Based Learning

6890 Science, Technology, Engineering, and Mathematics Internship, work-based credit

689000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

Transportation, Distribution, and Logistics

Introduction to Logistics

619100CW
Grades: 9 - 12
1 credit
Prerequisite: None

Southern Regional Education Board Advanced Careers Pathway:
Our global economy depends on our ability to move people and products from one place to another. Students problem-solve how to secure goods from far-flung locations, move them across borders, direct them to ports, transport them to storage warehouses and deliver them to businesses or consumers with evolving distribution systems.
SREB AC Courses enrich pathways in business, engineering, manufacturing and transportation, distribution and logistics. Classes show students how learning connects to life and work outside the school walls — and prepare them for success in college and the workforce of the future.

Functional Areas in Logistics

619200CW
Grades: 9 - 12
1 credit
Prerequisite: Introduction to Logistics

Southern Regional Education Board Advanced Careers Pathway:
Our global economy depends on our ability to move people and products from one place to another. Students problem-solve how to secure goods from far-flung locations, move them across borders, direct them to ports, transport them to storage warehouses and deliver them to businesses or consumers with evolving distribution systems.
SREB AC Courses enrich pathways in business, engineering, manufacturing and transportation, distribution and logistics. Classes show students how learning connects to life and work outside the school walls — and prepare them for success in college and the workforce of the future.

Commercial Driver's License 1 (Heyward Career & Technology Center)

631800CW
Grades: 10-11
1 credit
Prerequisites: Algebra I with a "C" or better, Application Process, and Overall GPA of "C" or better, Drug Screening, Physically qualified under Department of Transportation regulations – physician to complete a DOT form

This course provides basic career information about the commercial driver's license. Additionally, students will develop a personal plan for a career in transportation. The course includes skills needed to drive on public roads, person and professional attributes, safety and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are available for this course.

Commercial Driver's License 2 (Heyward Career & Technology Center)

631900CW
Grades: 11-12
1 credit
Prerequisites: Commercial Driver's License 1

Commercial Driver's License 2 provides basic career information about the South Carolina Class B commercial driver's license. Additionally, students will revise their personal plan for a career in transportation. The course includes skills needed to drive on public roads, personal and professional attributes, safety and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing, apprenticeship and cooperative education are available for this course. 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 Skills USA student organization costing approximately $17.00.

Commercial Driver's License 3 (Heyward Career & Technology Center)

632000CW
Grades: 11-12
1 credit
Prerequisites: Commercial Driver's License 2

This course provides additional career information about the South Carolina Class B commercial driver's license. Additionally, students will expand their personal plan for a career in transportation. The course requires personal and professional skills needed to drive on public roads. English language arts and communication are reinforced. 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 Skills USA student organization costing approximately $17.00.

Commercial Driver's License 4 (Heyward Career & Technology Center)

632100CW
Grades: 11-12
1 credit
Prerequisites: Commercial Driver's License 3

This course provides additional career information about the South Carolina Class B commercial driver's license. Additionally, students will expand their personal plan for a career in transportation. The course requires personal and professional skills needed to drive on public roads. English language arts and communication are reinforced. 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 Skills USA student organization costing approximately $17.00.

Work Based Learning

6790 Transportation, Distribution and Logistics Internship, work-based credit

679000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

Work Based Learning

Pre-Engineering/Engineering & Industrial Technology Education Internship, work-based-credit

609000CW
120 Hours
1.0 Credit

This course is a structured, stand-alone course that is taken in a CTE CIP-coded program. Each Work-Based Credit-Bearing course has an assigned CTE course code. Students enrolled in Pre-Engineering Completer pathways may engage in work experiences that extend the classroom into authentic work environments.

HEYWARD CAREER AND TECHNICAL EDUCATION

The Heyward Career and Technology Center offers courses in a variety of careers and technical areas designed specifically to prepare students for success following high school, whether college, technical school, or the workforce. Classes at Heyward provide an opportunity to apply reading, writing, and computation skills in a project-based learning environment. Courses at Heyward are organized in Clusters of Study and the work-based numbers are listed at the end of each cluster. Courses offered at Heyward Career and Technology Center are listed and/or described in this section. Listed courses without descriptions are detailed in another section of the catalog, because they are also taught at one or more of the high schools. Work-based numbers for these courses are listed at the end of each section. See your counselor about courses offered at Heyward or the other high schools.

Agriculture, Food, and Natural Resources

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

Introduction to Horticulture

565001CW
Grades: 9 – 12
1 credit
Prerequisite: None

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.

Horticulture for the Workplace 1

565200CD
Grades: 10 – 11
2 credits
Prerequisite: None

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.

Horticulture for the Workplace 2

565300CW
Grades: 11 – 12
2 credits
Prerequisite: Horticulture for the Workplace 1 with a “C” or better, instructor recommendation.

This course is the second level course designed for programs involved in the Horticulture Career Pathway. The course is a combination of subject matter and planned learning experiences on the principles involved in the 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.

Turf and Lawn Management

565400CW
Grades: 9-12
1 credit
Prerequisite: TBD

This course is designed to be an introduction to the Horticulture pathway. It is recommended as a prerequisite for all other horticulture courses. 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.

Sports Turf Management

565500CW
Grades: 9-12
1 credit
Prerequisite: TBD

This course is designed to teach technical knowledge and skills for entry-level positions in the Sports Turf Management career field. The principles and practices involved in establishing, managing, and maintaining grassed areas for recreational purposes are studied. Typical instructional activities include hands-on experiences with analyzing problems and developing site plans for athletic fields; establishing, fertilizing, irrigating, and pest management control of grassed areas; operating and maintaining machinery and equipment; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. The instructor will select units of instruction based on a local needs assessment.

Agricultural Mechanics and Technology

566000CW
Grades: 9-12
1 credit
Prerequisite: None

This 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, metalworking, welding, small engine repair, basic farm and homestead improvements, participating in personal and community leadership development activities, planning and implementing a relevant work-based learning transition experience, and participating in Future Farmers of America (FFA) activities.

Golf Course Technology

566700CW
Grades: 9-12
1 credit
Prerequisite: None

This course is designed to qualify the students completing the program for job entry into golf courses and turf fields, as well as to continue advanced training post high school. A combination of subject matter and activities teaches technical knowledge and skills for entry-level positions. Typical instructional activities include hands-on experiences with agricultural power units, the planning and selection of materials, the mechanical practices associated with irrigation and water conservation, erosion control, participation in personal and community leadership development activities, planning and implementation of a relevant supervised agricultural experience, and participation in Future Farmers of America (FFA) activities.

Title: Landscape Technology

Course Code: 5670
Grade: 10, 11
1 credit
Prerequisite: Successful completion Intro to Horticulture

This course 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.

Nursery, Greenhouse and Garden Center Technology

567200CW
Grades: 11-12
1 credit
Prerequisites: None

The course in Nursery, Greenhouse and Garden Center Technology includes organized subject matter and practical experiences related to the operation and management of nursery, greenhouse or a garden center Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing “green industry” enterprises.

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

60010CW
Grades: 9-12
1 credit
Prerequisite: None

This course focuses on the foundations of safety in 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

606000CW
Grades: 10-11
1 credit
Prerequisites: None

This course is designed to provide students with basic construction skills, safety, math for construction, power tools, basic blueprint reading, and basic rigging. Students will construct floor systems, walls and frames, basic electricity, and dry wall installation. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research (NCCER). All students are asked to join Skills USA costing approximately $17.00. Special requirement: All students enrolled in this course must provide the instructor verification of medical insurance coverage. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Building Construction Cluster 2

606100CW
Grades: 10-12
1 credit
Prerequisites: Completion of Building Construction Cluster 1 with a “C” or better, and instructor recommendation

This course is designed to provide students with advanced construction skills, safety math for construction, power tools, basic understanding of Smart Home operations, product installation, system installation, and troubleshooting. Students will be introduced to advanced operation and installation of construction products. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research (NCCER). All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Building Construction Cluster 3

606200CW
Grade: 11-12
1 credit
Prerequisites: Completion of Building Construction Cluster 2 with a “C” or better, and instructor recommendation

This course introduces students to advanced construction skills, safety math for construction, power tools, basic understanding of Smart Home operations, product installation, system installation, and troubleshooting. Students will be introduced to advanced operation and installation of construction products. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research (NCCER). All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Building Construction Cluster 4

606300CW
Grade: 11-12
1 credit
Prerequisites: Completion of Building Construction Cluster 3 with a “C” or better, instructor recommendation

This course introduces students to advanced construction skills, safety math for construction, power tools, basic understanding of Smart Home operations, product installation, system installation, and troubleshooting. Students will be introduced to advanced operation and installation of construction products. Students that successfully complete this course will receive nationally recognized credentials through the National Center for Construction Education and Research (NCCER). All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Work Based Learning

6690 Architecture and Construction Internship, work-based credit

669000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Arts, A/V Technology, and Communications

Arts, AV Technology, and Communications skill standards address what a worker needs to know and be able to do and contribute to a safe, productive, and effective work environment.

Media Technology 1

612400CD
Grades: 9-12
2 credits
Prerequisites: None

This course will include many “on the job” experiences. Students will be involved in the production of both live and taped news stories. This course includes the creative process of information gathering and the technical aspects of video production along with the delivery of news in a television studio. Students taking this course will explore the general field of communications and will focus primarily on the radio, television, and film-making industries. Students will get hands-on experience in basic production techniques, and they will produce video projects for various purposes and groups. Students will learn how to use digital video cameras as well as editing programs such as Final Cut Pro. When possible, students will also take field trips, have guest speakers from the communications industry and shadow professionals in the field. All students are asked to join the student organization, Skills USA, costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Media Technology 2

612500CD
Grades: 10-12
2 credits
Prerequisites: Media Technology 1

This course will allow students to continue developing their skills as broadcast journalists by writing, directing, producing and editing video pieces of increasing complexity. Second-year students will continue to develop expertise with professional digital video cameras and non-linear editing software. A greater focus will be placed on careers in the communications industry. They will work closely with professionals in the industry and produce professional-level programming or other projects with their help. Second-year students will begin to specialize in one area of mass communications, developing a final project in this area as well as pursuing professional relationships with workers in the industry. All students are asked to join Skills USA costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Media Technology 3

612600CD
Grade: 10-12
2 credits
Prerequisites: Media Technology 2

This course is designed for certification of Unmanned Aerial Vehicle Operator training and includes the essential topics of safety/liability considerations, operational risk management, GPS and navigational topics, preflight operations, manual and automatic flight, and emergency procedures and equipment malfunctions. Each of these topics include first-hand investigation via extensive equipment use, research, and inquiry. All students in this class are expected to participate in all class activities. Grade evaluation is based on participation, demonstration of skills, a portfolio including multiple reports with a complete log of flight and simulator time, a midterm, and a comprehensive final. Students will be required to use their talents to perform service projects within the school, with optional projects within the community. All students are asked to join Skills USA, costing approximately $17.00. Eligible students may be nominated by their teacher to join the National Technical Honor Society.

Work Based Learning

5290 Arts, Audio-Video Technology, and Communications Internship, work-based credit

529000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Business, Management, and Administration

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

Administrative Support Technology

512200CW
Grades: 9-12
1 credit
Prerequisite: None

This course is designed to provide an overview of the major responsibilities and tasks in an administrative support position. The objectives of the course are to enhance technology and communication skills; solve business-oriented problems; manage processes and procedures of organizations; and demonstrate effective supervisory, management, and human relations skills.

Digital Workplace Applications

502000CW
Grades: 9 – 12
1 credit
Prerequisite: None

This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. All students are encouraged to join Future Business Leaders of America (FBLA). (Will NOT count toward Computer Science graduation requirement beginning in 2019-2020.) Digital Workplace Applications replaces Integrated Business Applications 1 beginning 2022 – 2023.

Entrepreneurship

540000CW
Grades: 10-12
1 credit
Prerequisite: None

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology. All students are encouraged to join Future Business Leaders of America (FBLA).

Work Based Learning

5490 Business, Management, and Administration, Internship, work-based credit

549000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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)

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– Foundations of Healthcare Professionals

555000CD
Grades: 9-12
2 credits
Prerequisite: None

This course is the first offered to students interested in pursuing a career in the healthcare field. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it’s going and how professionalism and personal characteristics impact their success. Students will be introduced to **“Standard Precautions”** and learn about confidentiality through HIPPA. All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science 2 – Advanced Health Care Applications

555100CW/555100CD
Grades: 10-12
1 credit /2 credit
Prerequisite: Successful completion of Health Science 1 or Medical Terminology

This course applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2 will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about **"Transmission Based Precautions"** and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and **Maslow's Hierarchy** of needs. Students will learn how law and ethics are **applied** in the healthcare setting. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will be certified in **First Aid and CPR** in this course. All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science– Human Structure, Function & Disease

555200CW/555200CD
Grades: 10-12
1 credit /2 credits
Prerequisites: Health Science 1 or Sports Medicine 1. Students are recommended to be First Aid and CPR certified prior to this course. Students should be familiar with general medical terminology as well as technical skills associated with vital signs. (Skills learned in HS2 or SM1)

This course acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that the body systems have with disease from the healthcare point of view. This is a very "hands-on" course, and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as lab science). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least 1 uniform with designated program shoes and watch with a second hand. All students must be up-to-date including mumps, measles and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to work-based experiences, students must have a TB skin test and Hepatitis B injection. Students will adhere to program requirements for training site agreements. All students are strongly encouraged to join Health Occupations Students of America (HOSA). Eligible students may be nominated by their teachers to join the National Technical Honor Society.

Health Science Clinical Study (Honors)

556000HD
Grade: 12
2 credits
Prerequisites: Completion of Health Science 1, 2, and the third level of Health Science (The third level of Health Science may be substituted with the following courses: PLTW Human Body Systems, or Medical Terminology) with a grade of 75 or higher, plus Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification. Please note: Only the third level of Health Science, Medical Terminology or PLTW HBS will count towards being a completer in the Health Science pathway.

This honors level course guides students to make connections from the classroom to the healthcare industry through work-based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district's geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom. Nurse-Aide candidates: Under the direction and supervision of a registered nurse, students are prepared to perform nursing-related services to patients and residents in hospitals or long-term care facilities. For Nurse-Aide programs, students will review all foundation standards in the clinical study program, as well as the addition of the SC Nurse Aide Curriculum found in the training program packet. This course meets all DHHS federal and state requirements for a certified nurse aide program in an approved NA training facility (NA program is optional). All students must provide verification of medical insurance coverage or purchase schools accident insurance. All students will need at least one (1) uniform with designated program shoes and a watch with a second hand. All students must be up-to-date including mumps, measles, and rubella (MMR). Other vaccinations such as diphtheria and tetanus may also be required. Prior to clinical internship experience, students must have a TB skin test and Hepatitis B injection. Student personal malpractice liability insurance is required, and the cost will be paid by the district. Students will adhere to program requirements for training site agreements. Instructor approval is required to start the application process. The application and selection process must be completed before enrollment in the Health Science Clinical Study.

Work Based Learning

5590 Health Science Internship, work-based credit

559000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

Sports Medicine 1

555501CD
Grades: 9-12
2 credits
Prerequisite: None

This course 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 concepts. 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.

Foundations of Public Health

558600CD
Grade:
1 credits
Prerequisites:

This foundational course will provide introductory information for students interested in public health. This course will provide an understanding of the various components that influence personal, community, and population health. Whether that be in a world affected by a pandemic or from a day to day perspective in a world without one. The students will be introduced to epidemiology and biostatistics while analyzing foundational principles of public health education. This introductory course will prepare students for the advanced course as well as help them decide if they have an interest in public health.

Sports Medicine 2

555600CW
Grades: 10-12
1 credit
Prerequisites: Students must have successfully completed Sports Medicine 1. Strongly recommend successful completion of Medical Terminology, Health Science – Human Structure, Function & Disease, or Anatomy and Physiology

This course 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
Grade: 12
1 credit
Prerequisites: Students must have successfully completed Sports Medicine 1 & 2. It is strongly recommended that students successfully complete Medical Terminology, Health Science – Human Structure, Function & Disease, or Anatomy and Physiology prior to this course

This course 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

559100CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

Hospitality and Tourism

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

Introduction Culinary Arts Management

572201CW
Grades: 9-12
1 credit
Prerequisite: None

This course will allow students to learn about the art of cooking. 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 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

572000CD
Grades: 10-11
2 credits
Prerequisites: None

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
Grades: 11-12
2 credits
Prerequisites: Successfully completed Culinary Management 1 with a “C+” average or better; Instructor recommendation

This course is a continuation of Culinary Management 1. Students will complete the two-year Pro-Start program. This program includes the industry driven curriculum designed by The Educational Foundation of the National Restaurant Association to teach, test and award industry recognized certificates to students meeting high standards in hospitality education and articulation with various culinary institutes. Students who complete the requirements of the two-year Pro-Start program are awarded an industry210-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.

Baking and Pastry

572300CD
Grades: 9-12
2 credits
Prerequisites: None

This course provides students an opportunity to develop foundational skills needed for a seamless transition to a postsecondary program, workforce, or military. Students will develop advanced skills in safety and sanitation in addition to management and professionalism. Concepts are aligned with competencies from the American Culinary Federation (ACF) Education foundation assessment and the ACF Retail Commercial Baking Certification. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA), provides leadership and entrepreneurship experiences. Participation in the career & technology organization SkillsUSA provides the students an opportunity to compete and display professional baking techniques.

Advanced Baking and Pastry

572400CD
Grades: 9-12
2 credits
Prerequisites: Backing and Pastry

This course provides students an opportunity to develop foundational skills needed for a seamless transition to a postsecondary program, workforce, or military. Students will develop advanced skills in safety and sanitation in addition to management and professionalism. Specialized content includes units on formulas and techniques, basic baking principles, specialized dietary baking, breads, desserts and pastries, and advanced techniques for specialty cakes, confections, piping, plate presentation, and flavor pairing. Concepts are aligned with competencies from the American Culinary Federation (ACF) Education foundation assessment and the ACF Retail Commercial Baking Certification. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA), provides leadership and entrepreneurship experiences. Participation in the career & technology organization SkillsUSA provides the students an opportunity to compete and display professional baking techniques.

Introduction to Hospitality and Tourism Management

547800CW
Grades: 11 – 12
1 credit
Prerequisite: None

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.

Event and Entertainment Management

547500CW
Grades: 10-12
1 credit
Prerequisite: Introduction to Hospitality and Tourism Management

This course explores 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning.

Lodging Management

547300CW
Grades: 10-12
1 credit
Prerequisite: Introduction to Hospitality and Tourism Management

This course in Lodging Management is the study of the lodging industry's history, growth, development and future direction. Students will learn what it takes to provide ideal guest experiences from a management perspective. The course covers front office procedures and interpersonal dynamics from reservations through night audit. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning experiences.

Travel and Tourism Management

547400CW
Grades: 10 – 12
1 credit
Prerequisite: Introduction to Hospitality and Tourism Management

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 are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations.

Work Based Learning

5190 Hospitality and Tourism Internship, work-based credit

519000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides "hands on learning" around 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.

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 childcare services and food science technology and nutrition.

Barber/Master Hair Care 1

615800CD
Grade: 11
2 credits
Prerequisites: Application Process

This course requires students to receive a tuberculin skin test or chest x-ray documented with negative results and must complete an application for a student permit including a $35.00 application fee prior to enrolling in the program. The Master Hair Care Specialist Program is designed to prepare students to become Registered Barbers or Master Hair Care Specialists. This is a two-year completion program. Students will perform techniques and arts such as hair cutting and styling, facial treatments, trimming and shaving of facial hair, chemical hair relaxing, tinting, coloring, shampooing, and rinsing. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students are required to pay a one-time fee of $150.00 to cover the cost of workbooks, exam reviews, uniforms, consumable items and the use of a district-owned kit. Students have the option to purchase their own personal kit for an additional cost if desired. Please consult with your instructor for payment details if you wish to purchase a kit. Fees are nonrefundable.

Barber/Master Hair Care 2

615900CD
Grade: 11
2 credits
Prerequisites: Successfully completed Barber/ Master Hair Care 1 with a 70 average or better; required hours; Instructor recommendation

This course is a continuation of Barber/Master Hair Care 1. Upon the successful completion of all four levels, students who have earned 1500 contact hours of instruction in theory and practical skills may sit for the South Carolina Board of Barber Examiners Licensure Examination. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

Barber/Master Hair Care 3

616000CD
Grade: 12
2 credits
Prerequisites: Successfully completed Barber/Master Hair Care 2 with a 70 average or better; required hours; Instructor recommendation

This course is a continuation of Barber/Master Hair Care 2. Upon the successful completion of all four levels, students who have earned 1500 contact hours of instruction in theory and practical skills may sit for the South Carolina Board of Barber Examiners Licensure Examination. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students practice and prepare for the theory and practical portions for the South Carolina Board of Barber Examiners Licensure Examination.

Barber/Master Hair Care 4

616100CD
Grade: 12
2 credits
Prerequisites: Successfully completed Barber/ Master Hair Care 3 with a 70 average or better, required hours; Instructor recommendation

This course is a continuation of Barber/Master Hair Care 3. Upon the successful completion of all four levels, students who have earned 1500 contact hours of instruction in theory and practical skills may sit for the South Carolina Board of Barber Examiners Licensure Examination. Students will be encouraged to join the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

Cosmetology 1

615000CD
Grade: 11
2 credits
Prerequisites: Application Process

The Cosmetology Program is designed to prepare students to qualify for the state cosmetology licensure examination. This is a two-year completion program. Students will receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair setting, hair styling, hair shaping, hair waving, hair relaxing, hair coloring, hair lightening, shampooing and rinses. Care of skin and nails includes manicuring, pedicuring, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, anatomy and physiology of the face, head, hands, arms, and legs is incorporated by means of theory and practical application on mannequins and clients. Also included in the course of study is salon planning and management. Applicants must be at least 16 years old and have completed the 10th grade. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students are required to pay a one-time fee of $150.00 to cover the cost of workbooks, exam reviews, uniforms, consumable items and the use of a district-owned kit. Students have the option to purchase their own personal kit for an additional cost if desired. Please consult with your instructor for payment details if you wish to purchase a kit. Fees are non-refundable.

Cosmetology 2

615100CD
Grade: 11
2 credits
Prerequisites: Successfully completed Cosmetology 1 with a 75 average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 1. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

Cosmetology 3

615200CD
Grade: 12
2 credits
Prerequisites: Successfully completed Cosmetology 2 with a 75 average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 2. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage. Students practice and prepare for the theory and practical portions for the South Carolina Board of Cosmetology Licensure Examination.

Cosmetology 4

615300CD
Grade: 12
2 credits
Prerequisites: Successfully completed Cosmetology 3 with a 75 average or better; required hours; Instructor recommendation

This course is a continuation of Cosmetology 3. Upon the successful completion of this program, students who have earned 1500 hours of instruction in theory and practical skills may sit for the South Carolina Board of Cosmetology Licensure Examination. Students will be encouraged to participate in the student organization Skills USA. Eligible students may be nominated by their Instructor to join the National Technical Honor Society. All students must provide the Instructor with proof of medical coverage.

Family and Consumer Sciences 1

580800CW
Grades: 9-12
1 credit
Prerequisite: None

This course in 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.

Fashion Design & Apparel Construction 1

571000CW
Grades:
1 credit
Prerequisite:

This course focuses on the study of the fashion and garment industry with emphasis on the basics of design and construction. Students develop a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contents. Concepts are applied with hands-on learning experiences as students study career pathways, textiles, fashion design, apparel construction, consumer behavior, products, and materials of the fashion industry. Projects are integrated throughout the course work and at least one garment will be completed. South Carolina standards for English/Language Arts, Mathematics, Science, Social Studies, and Visual Arts are reinforced. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Fashion Design & Apparel Construction 2

571100CW
Grades:
1 credit
Prerequisite:

This course Design and make your own prom dress or outfit! Professionalism is showcased as preparations are made to enter the world of fashion design and apparel construction. Unfold the world of fashion merchandising and marketing. The skills of fashion design and apparel construction are refined. Creativity is on the runway in this hands-on course. Emphasis is placed on the development of problem solving, decision-making and technological applications in a real-world context. South Carolina standards for English/Language Arts, Mathematics, Science, Social Studies, and Visual Arts are reinforced. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Work Based Learning

5790 Human Services Internship, work-based credit

579000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Information Technology

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

Fundamentals of Computing

502300CW
Grades: 9-12
1 credit
Prerequisite: None

This course is designed to introduce students to be 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. Counts as Computer Science graduation requirement.

IT Fundamentals

502500CW
Grades: 9-12
1 credit
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 credit in some three-credit CTE completer programs. Counts as Computer Science graduation requirement.

Networking Fundamentals

531000CW
Grades: 10-12
1 credit
Prerequisites: Algebra 1 or equivalent, overall GPA of 2.0 or higher

This course is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Upon successful completion of these courses, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem-solving skills. Instruction includes networking media topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in proper care, maintenance, and use of networking software, tools, and equipment. Emphasis is given to the use of critical thinking skills and problem-solving techniques found in math and communication programs. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are encouraged to join Skills USA. *Counts as Computer Science graduation requirement.*

Advanced Networking

531100HW
Grades: 11-12
1 credit
Prerequisites: Networking Fundamentals with a "C" or better and instructor recommendation

This course is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Upon successful completion of these courses, students will be able to seek employment or further their education and training in the information technology field. The networking student will benefit most from the curriculum if he or she possesses a strong background in reading, math, and problem-solving skills. Instruction includes networking media topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in proper care, maintenance, and use of networking software, tools, and equipment. Emphasis is given to the use of critical thinking skills and problem-solving techniques found in math and communication programs. All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are encouraged to join Skills USA. *Counts as Computer Science graduation requirement.*

Advanced Animation

535100CW
535100CD
Grades:
1 credit; 2 credits
Prerequisite:

This course teaches students how to use Autodesk Maya to model, animate, and render with a focus on establishing a working knowledge of animation tools and techniques. Emphasis is placed on career awareness, fundamentals of modeling, storyboard creation, cameras and lighting. Students will learn how 3D technology is used for film, broadcast, and games. This course prepares students for the Autodesk Certified User for Maya certification exam.

Game Design and Development

535200CW
Grades:
1 credit
Prerequisite:

This is a course covering major aspects of game design including character and world development, game playing, game genres, and theories and principles of game design. Students will gain hands-on experience in simple game development. Concepts and practices will be explored to help students decide if they are interested in pursuing careers in game programming.

Cyber Security Fundamentals

537000CW
Grades:
1 credit
Prerequisite:

This course is the first course in the Computer and Information Systems Security/Information Assurance program. In it, students examine the core concepts and terminology of cyber security and information assurance, integrating the importance of cyber threats and vulnerabilities, computer and network architecture, network security, operating systems, operational security, cryptography, system security, incident handling, and other topics that prepare students for the Advanced Cyber Security course. Upon successful completion of this first course, students will be prepared to earn an entry-level career-ready certification.

Advanced Cyber Security

537200CW
Grades:
1 credit
Prerequisite:

This course is the second course in the Computer and Information Systems Security/Information Assurance program. In it, students will examine the advanced concepts and terminology of cyber security and information assurance, secure systems and networks against threats, attacks, and vulnerabilities by implementing appropriate architecture and design, implementation of security protocols and controls, operations and incident responses, governance, risk management and compliance. Upon completion of the two courses, students will be prepared to earn industry professional certification(s).

Work Based Learning

5390 Information Technology Internship, work-based credit

539000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Manufacturing

Many Manufacturing jobs are so specialized, they require high levels of skills and training. Manufacturing is a highly competitive industry that continues to grow in South Carolina.

Introduction/Intermediate Manufacturing Technology

604500CW
Grades: 11 – 12
1 credit
Prerequisite: None

Introduction to Manufacturing Technology is an entry-level course that provides students an introduction to manufacturing industries and may be used as a prerequisite for any of the manufacturing career majors: Electronics Technology, Machine Technology, Mechatronics Integrated Technologies, Metal Fabrication, and Welding.

Mechatronics 1 – Electrical Components/Industrial Safety

621000CW
Grades: 10-11
1 credit
Prerequisites: None

This course is an interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a postsecondary program at a technical college. The first Mechatronics course provides skill training in the areas of industrial safety, hand tools, basic hydraulic and pneumatic operations, and manufacturing processes and production. Shop safety is emphasized and enforced. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the industrial maintenance field. All students that successfully complete this course with a “C+” or better are eligible to proceed to the next course in the four-course sequence. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a set of work clothes costing approximately $25.00. All students must purchase a pair of steel toe shoes or boots costing approximately $30.00.

Mechatronics 2 – Mechanical Components Electric Drives/Hand & Power Tool Op

621101CW
Grades: 10-12
1 credit
Prerequisites: Mechatronics 1 – Electrical Components/Industrial Safety with a "C" or better, instructor recommendation

This course is an interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a postsecondary program at a technical college. This course covers the use of power tools, precision measurement tools, and installation/troubleshooting AC/DC drives. All students that successfully complete this course with a "C+" or better are eligible to proceed to the next course in the four-course sequence. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a set of work clothes costing approximately $25.00. All students must purchase a pair of steel toe shoes or boots costing approximately $30.00.

Mechatronics 3 – Electro Pneumatics and Hydraulics

621201CW
Grades: 11-12
1 credit
Prerequisites: Mechatronics 2 – Mechanical Components Electric Drives/Hand & Power Tool Op with a "C" or better, instructor recommendation

This course is an interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a postsecondary program at a technical college. This course covers the use of power tools, precision measurement tools, and installation/troubleshooting AC/DC drives. All students that successfully complete this course with a "C" or better are eligible to proceed to the next course in the four-course sequence. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a set of work clothes costing approximately $25.00. All students must purchase a pair of steel toe shoes or boots costing approximately $30.00.

Mechatronics 4 – Digital Fundamentals and Programmable Controllers

621301CW
Grades: 11-12
1 credit
Prerequisites: Mechatronics 3 Electro Pneumatics and Hydraulics with a "C" or better, instructor recommendation

This course is an interdisciplinary field involving mechanical, instrumentation, electronics, robotics/automation, computer components, and control systems. This program prepares students who like to work with their hands as well as their minds. Mechatronics is a dynamic field that changes daily with the rapid improvements in technology and computer systems. Systems are networked to meet the demands of automated manufacturing processes, and technicians are trained to meet necessary entry-level industrial skills and entry into a postsecondary program at a technical college. This course covers the use of power tools, precision measurement tools, and installation/troubleshooting AC/DC drives. All students that successfully complete this course with a "C" or better are eligible to proceed to the next course in the four-course sequence. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a set of work clothes costing approximately $25.00. All students must purchase a pair of steel toe shoes or boots costing approximately $30.00.

Welding Technology 1

634000CW
Grades: 10-11
1 credit
Prerequisites: None

This course provides opportunities for students to develop advanced welding skills, to perfect multi-position techniques, and to transform blueprints into realities. They learn to plan, layout, cut and then assemble the final product. Safety is emphasized and students are required to assist in maintaining and accounting for tools and equipment. To become a certified welder, students must successfully complete Levels 1 & 2 Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel toed safety shoes.

Welding Technology 2

634100CW
Grades: 11-12
1 credit
Prerequisites: Completion of Welding Technology 1 with a "C" or better and instructor recommendation

This course will allow students to learn safety and advanced welding skills in the following processes: Shielded Metal Arc Welding; Gas Tungsten Arc Welding; and Gas Metal Arc Welding, in all positions. This course covers advanced elements of today's major welding and cutting processes, and provides continued safety, occupational orientation, and fabrication. Students will have the opportunity to take the American Welding Society Entry Level Welder certification examination. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel-toed boots.

Welding Technology 3

634201CW
Grade: 11-12
1 credit
Prerequisites: Completion of Welding Technology 2 with a "C" or better, and instructor recommendation

This course covers advanced pipe welding procedures and qualifications, welding safety measurements, use of hand and power tools, sketching and reading engineering drawings, weld symbol interpretations, plus welding theory for steel, stainless steel, aluminum, and weld quality assurance. Students who complete Aluminum/Fabrication Technology qualifications will be competent welds to national and international industry standards and codes and be able to exercise a full range of practical welding techniques with steel, aluminum, stainless steel, and pipe welding. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel-toed boots.

Welding Technology 4

634300CW
Grade: 12
1 credit
Prerequisites: Completion of Welding Technology 3 with a "C" or better, instructor recommendation

This course covers advanced pipe welding procedures and qualifications, welding safety measurements, use of hand and power tools, sketching and reading engineering drawings, weld symbol interpretations, plus welding theory for steel, stainless steel, aluminum, and weld quality assurance. Students who complete Aluminum/Fabrication Technology qualifications will be competent welds to national and international industry standards and codes and be able to exercise a full range of practical welding techniques with steel, aluminum, stainless steel, and pipe welding. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of welding gloves, safety glasses, and steel-toed boots.

Work Based Learning

6490 Manufacturing Internship, work-based credit

649000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Marketing

The Marketing cluster includes courses and/or programs related to planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. In the marketing communications pathway, students learn skills necessary to identify and impact opinions on given products or services. Career opportunities for this area allow individuals to inform, remind, and/or persuade a target market of ideas, experiences, goods/services, and/or images.

Marketing

542101CW
Grade: 9-12
1 credit
Prerequisite: None

This course introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses. All students are encouraged to join Future Business Leaders of America (FBLA) and/or Distributive Education Clubs of America (DECA)—an association of marketing students.

Digital Media Marketing

542200CW
Grades: 11-12
1 credit
Prerequisite: Marketing

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

Work Based Learning

5091 Marketing Internship, work-based credit

509100CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Transportation, Distribution, and Logistics

The Transportation, Distribution, and Logistics Cluster incorporate career opportunities in all aspects of Automotive Collision, Automotive Technology, Diesel Technology, Small Engine Technology, Warehousing, Material Handling, and Distribution and Logistics.

Automotive Technology 1

603010CW
Grades: 10-11
1 credit
Prerequisites: Application Process, Algebra 1 or equivalent, overall GPA of 2.0 or higher

This course is designed to introduce the student to automotive shop safety and operation, specialty tools and measuring instruments, electrical and electronic systems, brakes, steering and suspension, engine performance, heating and air conditioning, automatic and manual drive trains. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All students that successfully complete this course with a "C" or better are eligible to become entry level apprentice technicians. Special requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Students must purchase a pair of coveralls costing approximately $25.00. Requirements for AYES internship: Student must successfully complete all three courses.

Automotive Technology 2

603110CW
Grades: 11-12
1 credit
Prerequisites: Automotive Technology 1 with a "C" or better and teacher recommendation

This course is a specific course designed to teach the principles of electricity and electronics as they apply to the automotive systems. This course builds on the essential concepts of measurement of electrical parameters such as voltage, current, resistance, power, magnetism, electromagnetism, and magnetic induction. Students will learn the concept of OHM's law in both application and mathematical theory. Detailed topics include the use of a digital multi-meter for the analysis of series, parallel, and series parallel circuits. Course content also includes communication, design/problem solving, customer relations, technical writing, computer science, blueprints and diagrams, and teamwork. Lab projects are focused on the systems of engineering, science and technology, and on computer applications that apply to automotive diagnosis and service. Actual repair work is incorporated into each student's learning experience under the close supervision of an ASE certified instructor. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All competencies and components of this course comply with the National Automotive Technician Education Foundation (NATEF), Automotive Service Excellence (ASE). Automotive Youth Educational Systems (AYES), and the standards set forth by the State Department of Education. All students enrolled in this program must provide the instructure with verification of medical insurance coverage. It is recommended that all students join the student organization, Skills- USA. Requirements for AYES internship: Student must successfully complete all three courses.

Automotive Technology 3

603210CW
Grade: 12
1 credit
Prerequisites: Automotive Technology 2 with a "C" or better and teacher recommendation

This course consists of the NATEF/ASE Brakes course and the NATEF/ASE Suspension and Steering course. Course content also includes communication, design/problem solving, customer relations, technical writing, computer science, blueprints and diagrams, and teamwork. Lab projects are focused on the systems of engineering, science and technology, and on computer applications that apply to automotive diagnosis and services. Actual repair work is incorporated into each student's learning experience under the close supervision of an ASE certified instructor. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All competencies and components of this course comply with the National Automotive Technician Education Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Educational Systems (AYES), and the standards set forth by the State Department of Education. All students enrolled in this program must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, Skills-USA. Requirements for AYES internship: Student must successfully complete all three courses.

Automotive Technology 4

603310CW
Grade: 12
1 credit
Prerequisites: Automotive Technology 3 with a "C" or better and teacher recommendation

This course consists of the NATEF/ASE Engine Performance course and the NATEF/ASE Heating and Ventilation course. Course content also includes communication, design/problem solving, customer relations, technical writing, computer science, blueprints and diagrams, and teamwork. Lab projects are focused on the systems of engineering, science and technology, and on computer applications that apply to automotive diagnosis and services. Actual repair work is incorporated into each student's learning experience under the close supervision of an ASE certified instructor. Shop safety is emphasized and stressed. This course is not a hobby or career search course; this course is designed for students who want to pursue a career in the automotive technology industry. All competencies and components of this course comply with the National Automotive Technician Education Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Educational Systems (AYES), and the standards set forth by the State Department of Education. All students enrolled in this program must provide the instructor with verification of medical insurance coverage. It is recommended that all students join the student organization, Skills-USA. Requirements for AYES internship: Student must successfully complete all three courses.

Diesel Engine Technology 1

631000CW
Grade: 10-11
1 credit
Prerequisites: Application process, Algebra 1 or equivalent, overall GPA of 2.0 or higher

This course is the first course of four. In this course students learn nomenclature and use of typical technician hand tools and gauges. They learn how to accurately measure critical engine parts. They learn the function of engine components and principles of operation of a medium duty inline six-cylinder engine. They learn how to safely disassemble measure and inspect critical engine wear parts, reassemble, start, and monitor running engine performance parameters. Students will learn truck preventative maintenance tasks as well as exposure to all other technical areas of the vehicle. Students will learn basic principles of Electricity/ Electronic Systems. Shop safety is emphasized and stressed. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology industries. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

Diesel Engine Technology 2

631100CW
Grade: 10–- 11
1 credit
Prerequisites: Diesel Technology 1 with a “C” or better and instructor recommendation

This course is the second course of four. In this course students learn the function of engine components and principles of operation of a medium duty V8 diesel engine. They completely disassemble measure and inspect critical engine wear parts, reassemble, start, and monitor running engine performance parameters. Students will learn how to perform engine diagnostics. Students are challenged with more individual lab activities regarding vehicle preventative maintenance, transmission, steering, suspension, and brake systems. Shop safety is emphasized and stressed. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology industries. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes.

Diesel Engine Technology 3

631200CW
Grades: 11-12
1 credit
Prerequisite: Completion of Level 2 with a “C” or better, instructor recommendation.

This course 3 is the third course of four. In this course students complete more challenging tasks in areas of transmission and differential overhaul, drive shaft and clutch replacement, component-based engine performance and vehicle diagnostics, HVAC maintenance, electrical system, and starting system. During the second semester qualified students supplement academic and technical education with an industry “world of work” experience working as a co-op at a participating company which could lead to opportunities for permanent employment. The remaining students who are not placed in a co-op will focus on power generation and general diesel manufacturing. Content will assist students in their transition into an entry level technical job after graduation. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology industries. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes and coveralls.

Diesel Engine Technology 4

631300CW
Grades: 11-12
1 credit
Prerequisite: Completion of Level 3 with a “C” or better, instructor recommendation.

This course is the fourth course of four. In this course students complete more challenging tasks in areas of component-based engine performance and vehicle diagnostics, HVAC maintenance, electrical system, and starting system. This course is NOT a hobby or career search course; this course is designed for students who want to pursue a career in the diesel technology indus-try. All competencies and components of this course comply with the National Automotive Technician Foundation (NATEF), Automotive Service Excellence (ASE), Automotive Youth Education System (AYES), and the standards set forth by the State Department of Education. Special Requirements: All students enrolled in this course must provide the instructor with verification of medical insurance coverage. All students are asked to join Skills USA costing approximately $17.00. Each student is responsible for the purchase and maintenance of their safety shoes and coveralls.

Work Based Learning

6790 Transportation, Distribution, and Logistics Internship, work-based credit

679000CW
120 Hours
1.0 Credit

This course is a part of a program which coordinates high school studies with a job in a field related to academic and technical education standards that provides “hands on learning” around 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.

Law, Public Safety, Corrections, and Security

Introduction to Law, Public Safety, Corrections and

650501CW
Grade: 10
1 Credit
Prerequisites: None

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 Skills USA student organization costing approximately $17.00.

Law Enforcement Services 1

651000CW
Grade:
1 Credit
Prerequisites:

This course prepares students for entry-level positions in local, state, and federal law enforcement agencies and private security firms. Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the following core standards for a course which grants one unit of credit.

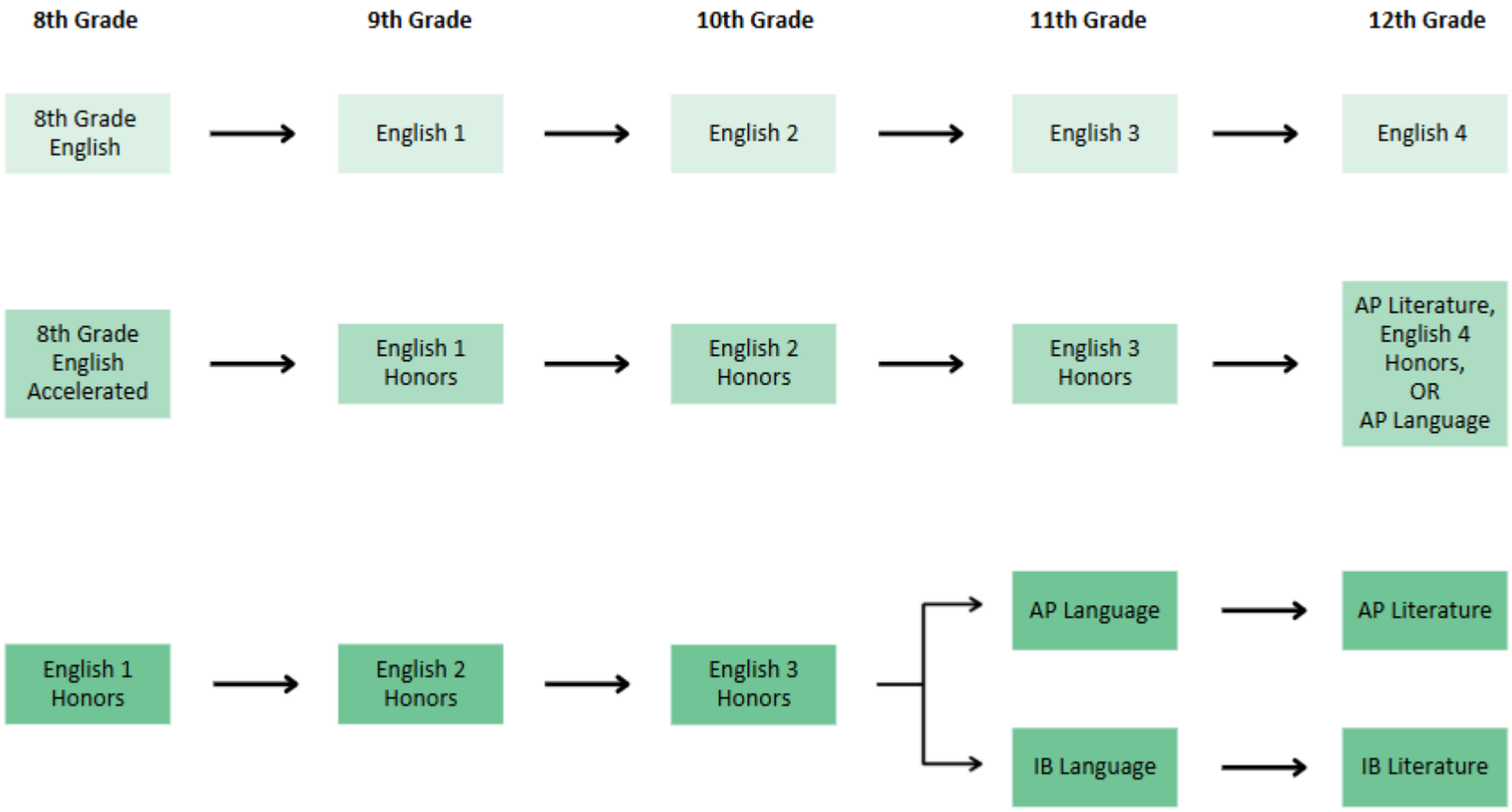
Title: Law Enforcement Services 2

651100CW
Grade: 10, 11
1 credit
Prerequisite: Successful completion of Law Enforcement Services 1

This course is to 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.

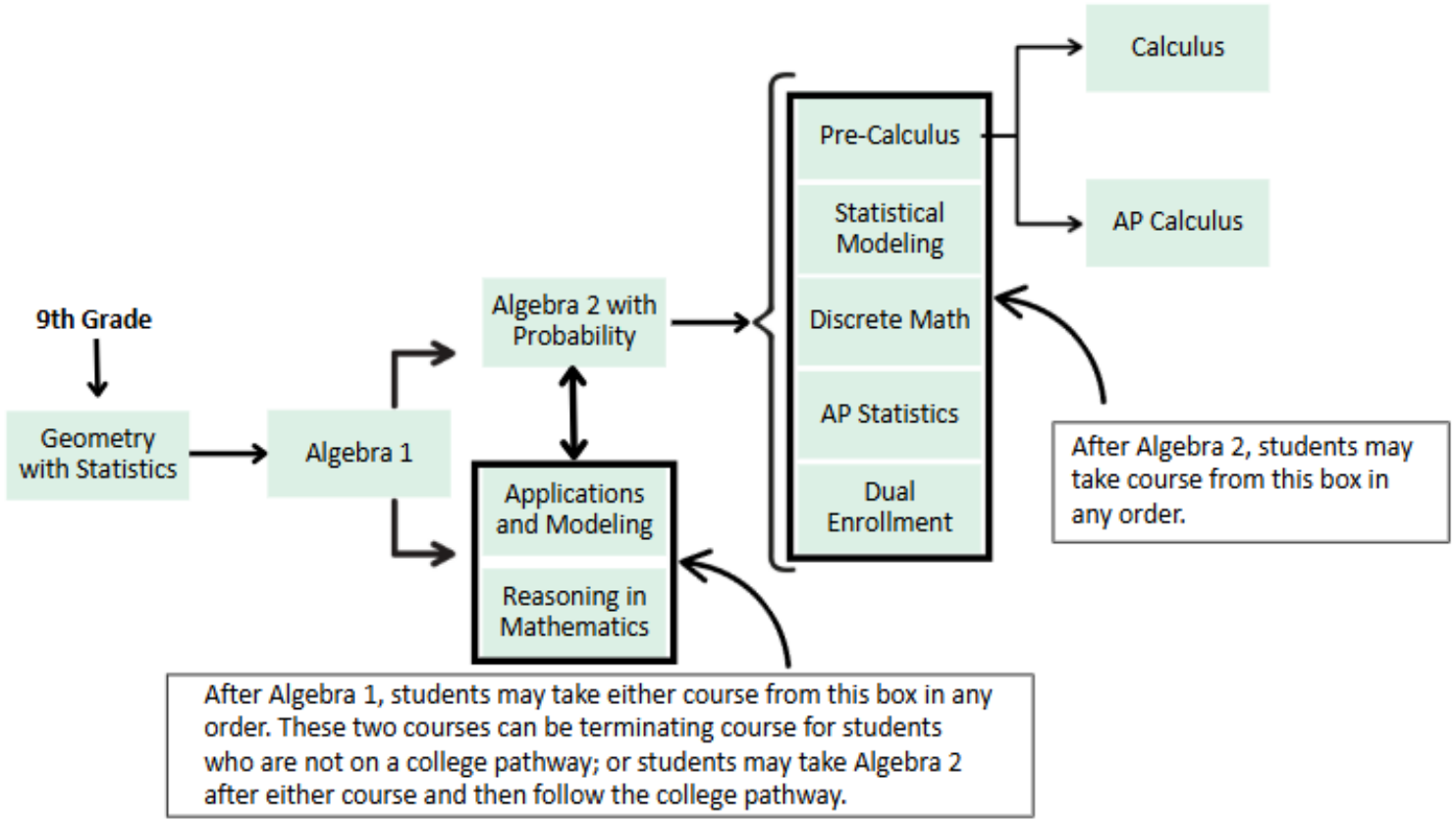
APPENDIX A

English Progression Chart



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

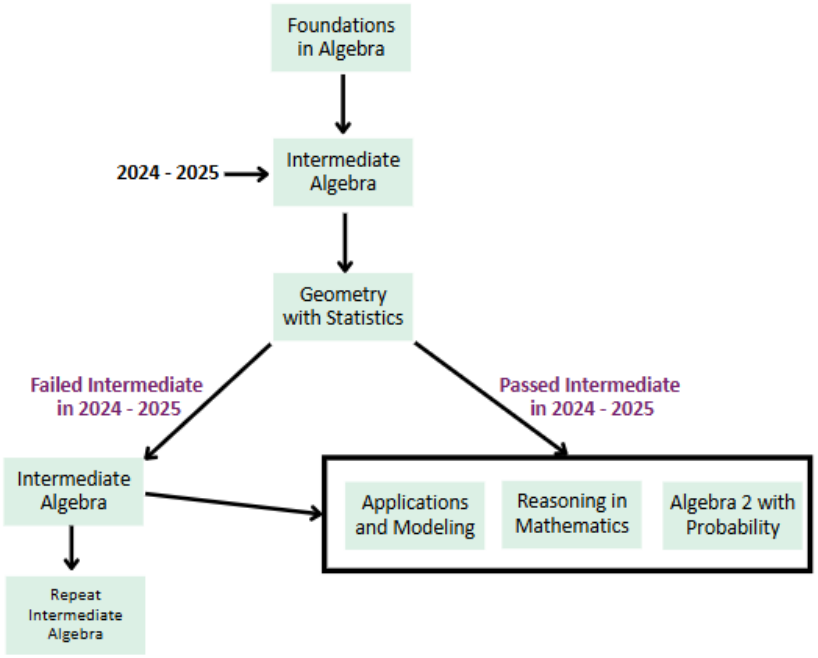
Mathematics Progression Chart



Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Algebra 1 .

Mathematics Progression Chart:
Intermediate Pathway (2024 - 2025)

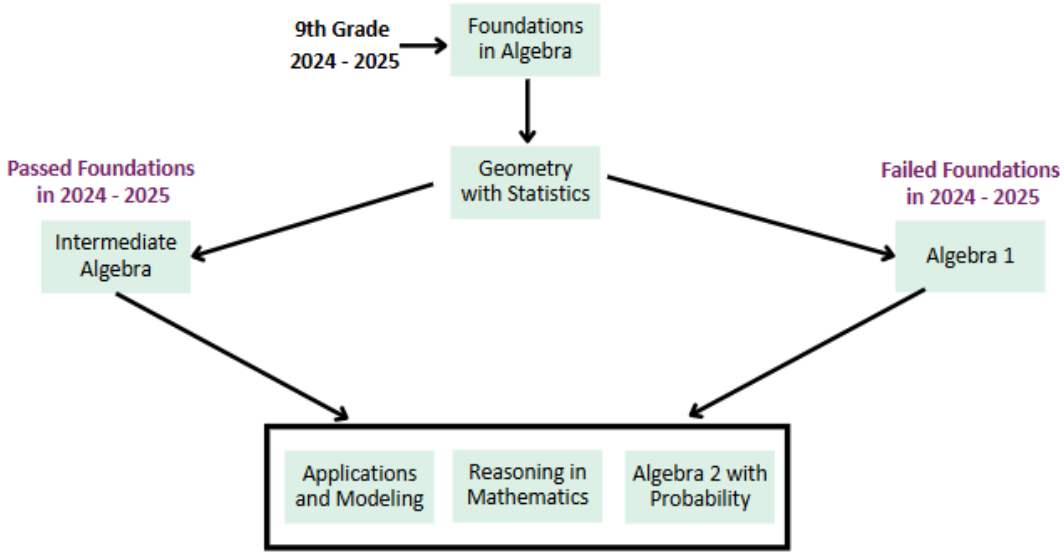
Foundations and Structures in Algebra (411600CW) will no longer be available beginning with the 2025-26 school year. Intermediate Algebra will be available for the cohort of students entering 9th grade in 2024-25 and will remain active through the 2027-28 school year. If students took Foundations in Algebra in 2024-25, the recommendation is that they take Geometry with Statistics in 2025-26 and then Intermediate Algebra in 2026-27.



Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Intermediate Algebra.

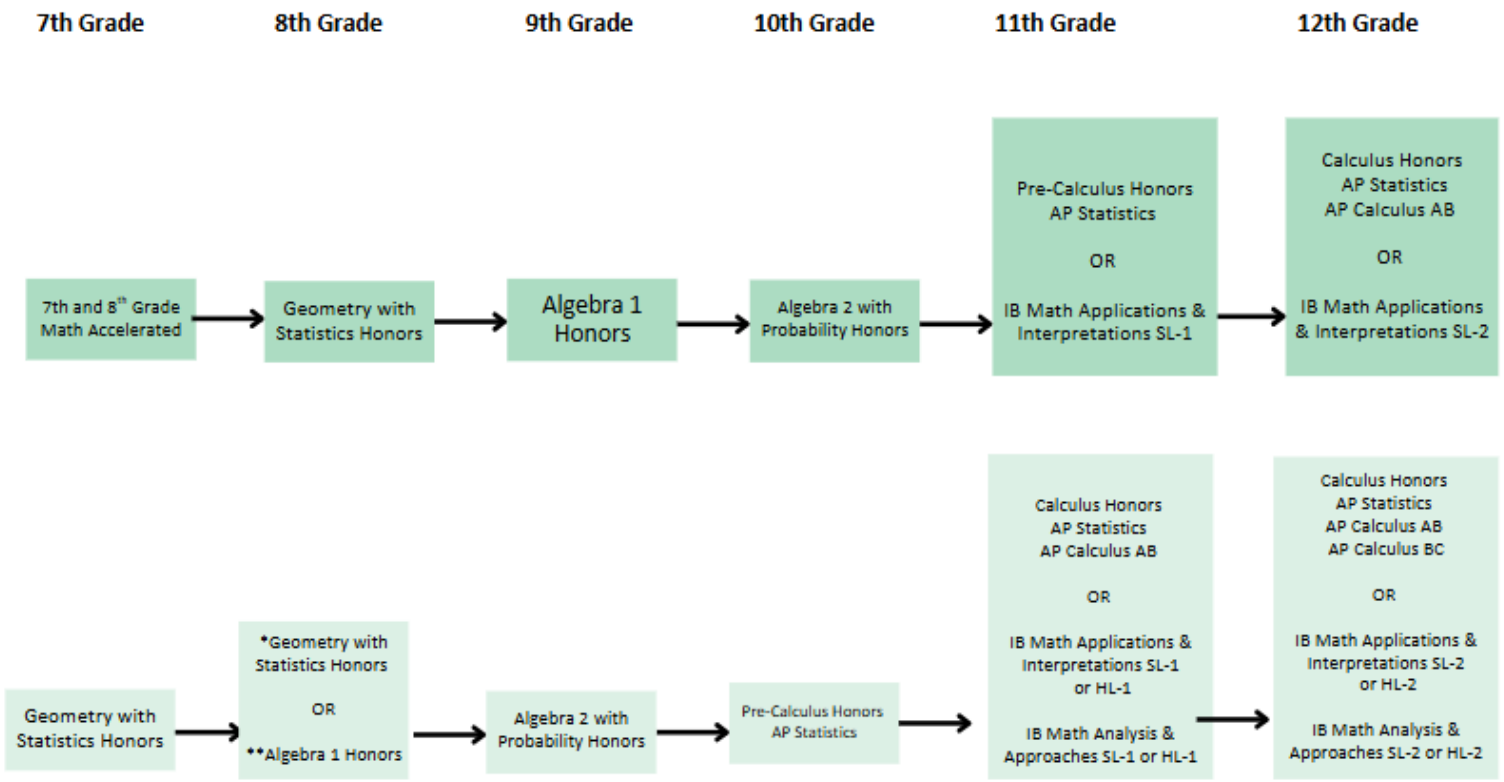
Mathematics Progression Chart:
Foundations Pathway (9th Grade 2024 - 2025)

Foundations and Structures in Algebra (411600CW) will no longer be available beginning with the 2025-26 school year. Intermediate Algebra will be available for the cohort of students entering 9th grade in 2024-25 and will remain active through the 2027-28 school year. If students took Foundations in Algebra in 2024-25, the recommendation is that they take Geometry with Statistics in 2025-26 and then Intermediate Algebra in 2026-27.



Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Algebra 1 .

Mathematics Progression Chart: Accelerated / Gifted Pathway



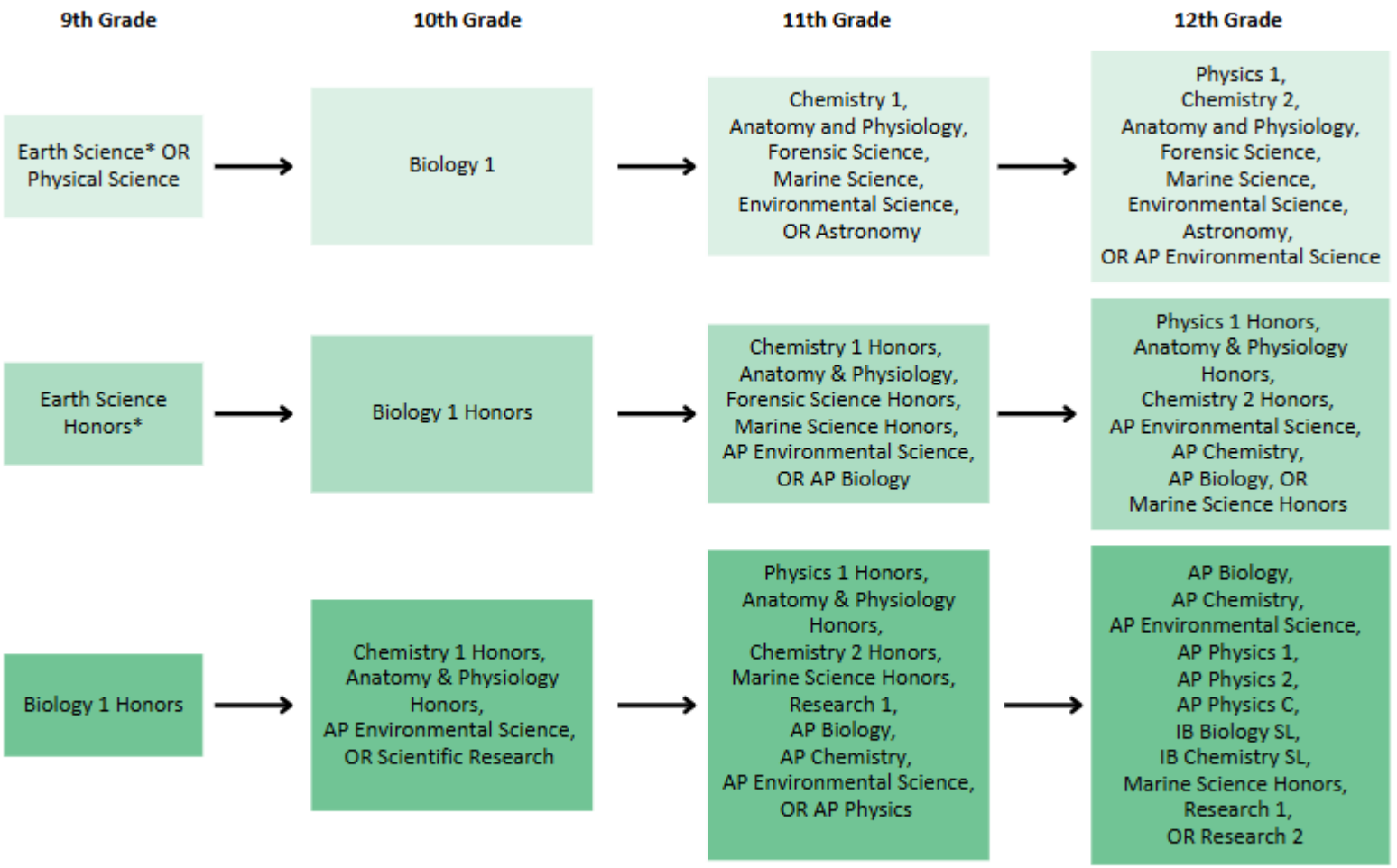
*** For the 2025-2026 school year, 7th and 8th grade GT students, 8th grade accelerated students, and incoming 9th grade accelerated students will be enrolled in Geometry with Statistics.**

****Algebra 1 Honors will be offered on SY 26-27 for 8th Grade GT Students Only.**

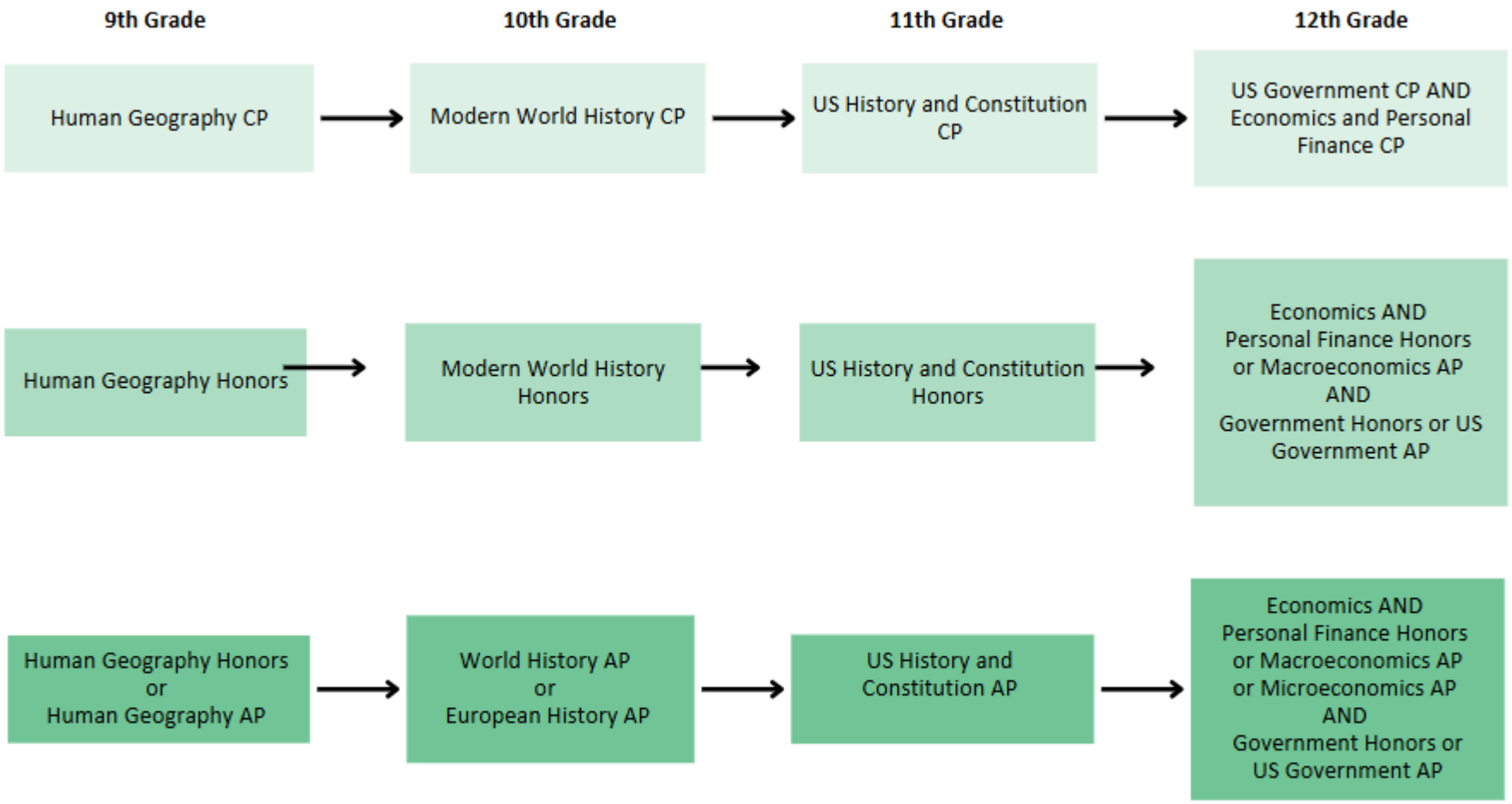
Students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of Algebra 1 Honors. In grades 10 – 12, the course(s) selected will be determined based on school offering, pre-requisite requirements, teacher recommendation, and student preference.

Note: It is strongly recommended that students planning to enroll in a four year college or university take physics.

Science Progression Chart



Social Studies Progression Chart



Students may opt into Honors or Advanced Placement course at any time during their high school careers.
Please see course description for prerequisites.
Check college web sites for Social Studies course requirements for the colleges of your choice.
Students must take the state-mandated End-of-Course assessment administered at the completion of US History and Constitution.

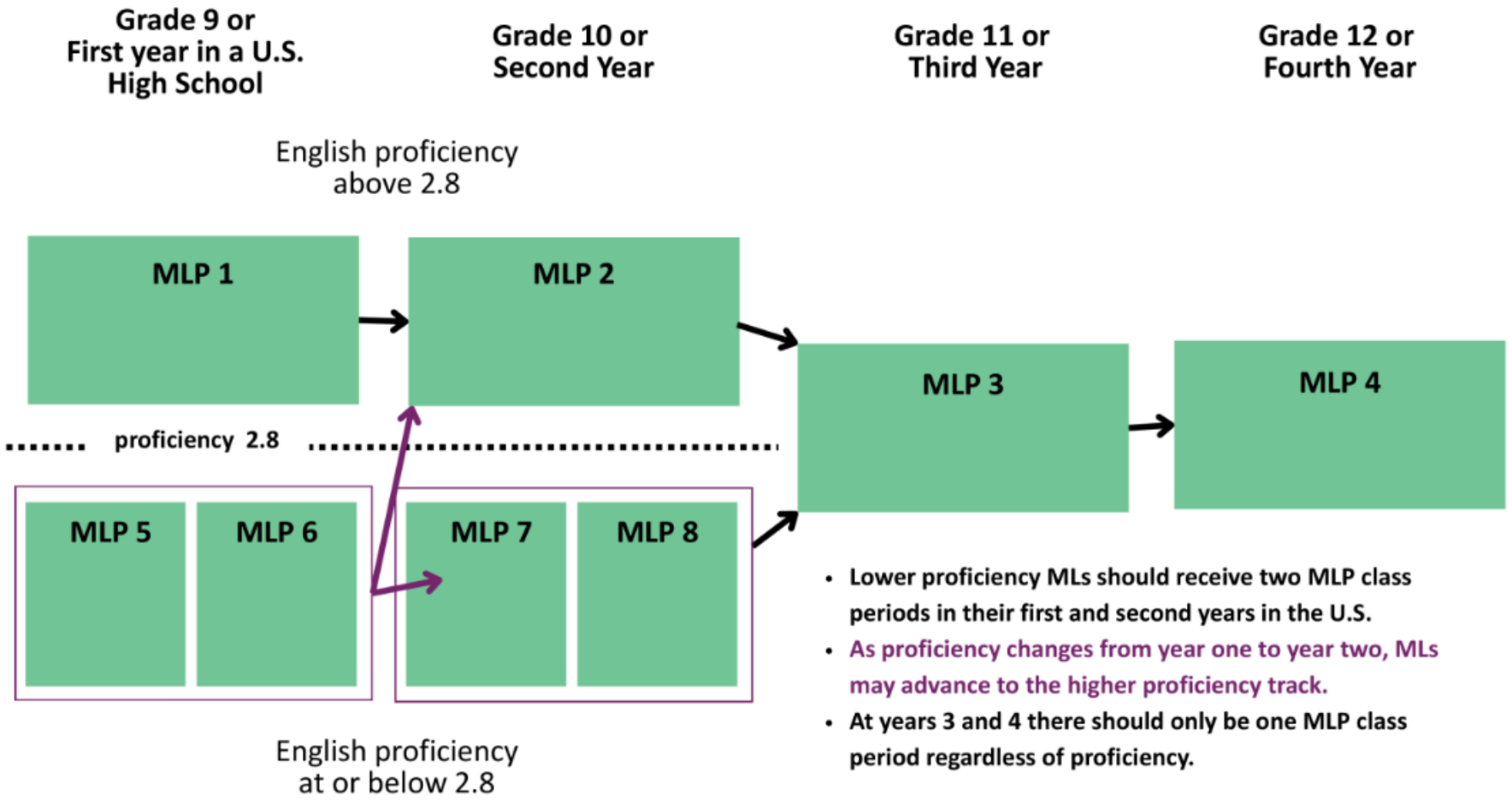
International Baccalaureate Progression Chart

Content	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
English	8th English Accel	English 1 H	English 2 H DE ENG 101/102	IB English HL-1	IB English HL-2
	English 1 H	English 2 H	English 3 H DE ENG 101/102	IB English HL-1	IB English HL-2
	8th Grade ELA	English 1	English 2 DE ENG 101/102	IB English SL-1	IB English SL-2
Mathematics	Geometry with Statistics H	Algebra 1 H	Algebra 2 H	IB Math SL-1	IB Math SL-2
	Geometry with Statistics H	Algebra 2 H	Pre-Calculus H		
	Geometry with Statistics H	Algebra 2 H	Pre-Calculus H & Calculus H	IB Math HL-1	IB Math HL-2
Science	8th Science Accel	Biology 1 H	Chemistry H AND Physics H OR AP Physics	IB Biology HL-1 OR IB Biology SL-1 OR IB Physics SL -1	IB Biology HL-2 OR IB Biology SL-2 OR IB Physics SL -2
			Chemistry H OR Physics H		
Social Studies	8th Soc Studies Accel	AP Human Geography	AP World History	AP US History	IB History HL-2
	8th Soc Studies Accel	World History H OR Geography H	AP Human Geography	IB US History	IB History HL-2
World Language	French 1 AND 2 OR Spanish 1 AND 2	French 1 AND 2 OR Spanish 1 AND 2 OR German 1 AND 2	French 3 OR Spanish 3 OR German 3	IB French SL-1 OR IB Spanish SL-1 OR IB German SL-1	IB French SL-2 OR IB Spanish SL-2 OR IB German SL-2
Electives	Computer Technology	PE OR Personal Health and Wellness OR Computer Technology Arts	PE OR Personal Health and Wellness OR Computer Technology Arts	IB Visual Art SL-1 IB Design Tech HL-1 IB Visual Arts HL-1 IB Theater HL-1 IB Film SL-1 IB Dance SL-1 IB Dance HL-1 IB Psychology HL-1	IB V. Art SL-2 (3rd crs) IB Design Tech HL-2 IB Visual Arts HL-2 IB Theater HL-2 IB Film SL-2 IB Dance SL-2 IB Dance HL-2 IB Psychology HL-2

ML Program Progression Chart

MLs should never be placed into MLP courses without intentional consideration of the student's age, grade, English proficiency level, and other key data points. Guidance regarding this placement is provided by the MLP Specialists at each school and/or the office of the district MLP Coordinator. Scheduling of MLs should strictly adhere to the guidance associated with each MLP course as a matter of federal and state compliance and accountability.

High School Course Progression



- **Lower proficiency MLs should receive two MLP class periods in their first and second years in the U.S.**
- **As proficiency changes from year one to year two, MLs may advance to the higher proficiency track.**
- **At years 3 and 4 there should only be one MLP class period regardless of proficiency.**

APPENDIX B

High School Courses to Meet the Computer Science Graduation Requirement2020-2021

Course Code	Course Name
471D	IB Computer Science SL
471B	IB Computer Science HL-1
471C	IB Computer Science HL-2
4771	AP Computer Science Applications
4775	AP Computer Science Principles
5023	Fundamentals of Computing
5025	IT Fundamentals
5031	Fundamentals of Web Page Design and Development
5033	Advanced Web Page Design and Development
5050	Computer Programming 1
5051	Computer Programming 2
5052	Computer Programming 1 with JAVA
5053	Computer Programming 2 with JAVA
5054	Computer Programming 1 with Visual Basic
5055	Computer Programming 2 with Visual Basic
5056	Computer Programming 1 with C++
5057	Computer Programming 2 with C++
5058	Java Fundamentals and Java Programming
5061	Discovering Computer Science
5310	Networking Fundamentals
5311	Advanced Networking
5320	Computer Repair and Services
5321	Advanced Computer Repair and Service
5322	Computer Operating Systems
5323	Advanced Computer Operating Systems
5324	Database Design and Programming with SQL
5326	Database Programming with PL/SQL
5327	SAS Programming 1
5328	SAS Programming 2
5350	Foundations of Animation
5351	Advanced Animation
5352	Game Design and Development
5361	GIS 1
5362	GIS 2
5370	Cybersecurity Fundamentals
5372	Advanced Cybersecurity
5374	Computer Forensics
6050	PLTW Principles of Engineering
6372	PLTW Computer Science Essentials
6373	PLTW Computer Science Applications
6377	PLTW Computer Science Principles
6378	PLTW Cybersecurity
5061	Discovering Computer Science
5062	Discovering Computer Science Part I (middle school, only)
5063	Discovering Computer Science Part II (middle school, only)

Updated 3/6/2020 from 2020-2021 ACS manual Appendix Q

APPENDIX C

Individual Graduation Plan (IGP) Worksheet

Name: _____ Current Grade Level: _____

Clusters: _____ **Schools of Study:**

Student Choice

Indicated by Assessment

Majors: _____
[ ] Declare Only [ ]Intend to Complete

_____
[ ] Declare Only [ ]Intend to Complete

_____ Arts and Humanities

_____ Business & Information Systems

_____ Science, Tech, Engineering, Math

_____ Health, Human, Public Services

Postsecondary Plans: ☐ Workforce/Apprenticeship ☐ Two-Year College/Technical Training ☐ Four-Year College ☐ Military

Course	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English: 4 credits required	English 1	English 2	English 3	English 4
Math: 4 credits required				
Science: 3 credits required (3 lab science credits required for 4 year college)	Biology 1			
Social Studies: 3 credit required (1 social studies elective; US History; Government/Economics)			U. S. History	Government/ Economics
Physical Education, JROTC, or Marching Band with Physical Education: 1 credit required				
Health: .5 credit required				
Personal Finance .5 credit (beginning incoming freshman 2023)				
Computer Science: 1 credit required				
World language or Career & Technical Education: 1 credit required				
Electives (Language Arts, mathematics, science, social studies, visual and performing arts, world language, career and technology, physical education, etc.)				

	Required Courses for Major (Four Credits Required)		Complementary Coursework

_____ _____ _____ _____
Student Signature Date Parent Signature Date

_____ _____
Counselor Signature Date

APPENDIX D



	AC Flora	Columbia	CA Johnson	Dreher	Eau Claire	Heyward	Keenan	Lower Richland	State/National Certification
Agriculture, Food, & Natural Resources									
Horticulture (010601)						⍰			⍰
Plant and Animal Systems (011101)							⍰		⍰
Architecture & Construction									
Building Construction Cluster (460000)						⍰			⍰
Arts, A/V & Communications									
Media Technology (100299)						⍰			+
Business, Management & Administration									
Administrative Services (520401) *						⍰			+
Business Information Management (521206) *	⍰							⍰	+
General Management (520201) *			⍰	⍰				⍰	+
Operations Management (520204) *					⍰		⍰		+
Education & Training									
Early Childhood Education (131210)					⍰				⍰
Finance									
Academy of Finance (520801)		⍰							+
Banking Services (520803) *		⍰							+
Business Finance (520804) *				⍰				⍰	+
Government and Public Administration									
Governance (440501) *							⍰		+
Health Science									
PLTW Biomedical Sciences (260102) *		⍰	⍰						⍰
Foundations of Public Health (5586)						x		x	
Advanced Principles of Public Health (5587)						x		x	
Health Science (510000) * *canA requires Clinical Studies)*			⍰			⍰		⍰	⍰
Sports Medicine (310505) *			⍰			⍰			⍰
Hospitality & Tourism									
Culinary Arts Management (520905) *						⍰		⍰	⍰
Hospitality and Tourism Management (520904)						⍰	⍰		⍰
Human Services/Family & Consumer Sciences									
Barber/Master Hair Care (120402)						⍰			⍰
Cosmetology (120401)						⍰		⍰	⍰
Family and Consumer Sciences (190101) *			x		⍰	⍰	⍰	⍰	⍰

	AC Flora	Columbia	CA Johnson	Dreher	Eau Claire	Heyward	Keenan	Lower Richland	State/National Certification
Information Technology									
PLTW Computer Science (110701)				☐					☐
Networking Systems (110901) *						☐			☐
Web and Digital Communications (110801) *	☐							☐	☐
Law, Public Safety, Corrections & Security									
Emergency and Fire Management Services (430203)			**x**					☐	☐
Manufacturing									
Mechatronics Integrated Technologies (150404)						☐			☐
Welding Technology (480508)						☐			☐
Marketing									
Marketing Communications (090903) *	**x**				x	☐		x	☐
Science, Technology, Engineering & Mathematics									
Food Science (190501) *			☐						☐
PLTW Pre-Engineering (140101)	☐	☐		☐			☐	☐	☐
Transportation, Distribution & Logistics									
Automotive Technology (470604)						☐			☐
Commercial Driver's License (520203)						x			☐
Diesel Engine Technology (470605)						☐			☐

LEGEND: ☐☐☐**Current majors as of 001/12/2021** **+ = MicroBurst EmployABILITY Credential** ***** **= Three Credit Completer**

APPENDIX E

Richland County School District One

2022-2023 CTE Curriculum Framework
Grades 9 – 12

School of Arts and Humanities	School of Business and Information Systems	School of Mathematics, Science, and Engineering	School of Health, Human, and Public Services
Arts, AV Technology & Communications Cluster Advanced Placement International Baccalaureate English History Journalism/Broadcasting Media Technology Performing Arts Visual Arts World Languages **Education & Training Cluster** Early Childhood Education Teaching and Training	**Business Management & Administration Cluster** Administrative Services Business Information Management General Management Operations Management **Finance Cluster** Academy of Finance Banking Services Business Finance **Hospitality & Tourism Cluster** Culinary Arts Management Hospitality and Tourism Management **Information Technology Cluster** Networking Systems PLTW Computer Science Web and Digital Communications **Marketing Cluster** Marketing Communications	**Agriculture, Food & Natural Resources Cluster** Horticulture Plant and Animal Systems **Architecture and Construction** Building Construction Cluster **Manufacturing** Mechatronics Integrated Technology Welding **Science, Technology, Engineering & Mathematics Cluster** Food Science PLTW Pre-Engineering Mathematics Science **Transportation, Distribution & Logistics Cluster** Automotive Technology Commercial Driver's License Diesel Engine Technology	**Government & Public Administration Cluster** Governance **Health Science Cluster** PLTW Biomedical Sciences Health Science Public Health Sports Medicine **Human Services Cluster** Barber/Master Hair Care Cosmetology Family and Consumer Sciences **Law, Public Safety, Corrections & Security Cluster** Emergency and Fire Management Services Law and Legal Services

APPENDIX F:

Crosswalk From Old (16) Career Cluster Framework to Modernized (14) Career Cluster Framework

Original Cluster	New Cluster
Agriculture, Food & Natural Resources	Agriculture
Architecture & Construction	Construction
Arts, A/V Technology & Communications	Arts, Entertainment, & Design
Business Management & Administration	Management & Entrepreneurship
Education & Training	Education
Finance	Financial Services
Government and Public Administration	COMBINED into Public Service & Safety
Health Science	COMBINED into Healthcare & Human Services
Hospitality and Tourism	Hospitality, Events & Tourism
Human Services	COMBINED into Healthcare & Human Services
Information Technology	Digital Technology
Law, Public Safety, Corrections & Security	COMBINED into Public Service & Safety
Manufacturing	Advanced Manufacturing
Marketing	Marketing & Sales
STEM Manufacturing	Removed—Engineering was primarily placed in Adv. Manufacturing
Transportation, Distribution and Logistics	Supply Chain & Transportation
None	Energy & Natural Resources

South Carolina Department of Education Career Cluster Guides:

https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/career-cluster-guides/

The Modernized National Career Cluster® Framework Guidebook

APPENDIX G

COLLEGE PLANNING CHECKLIST

When to begin	What to do	How to do it
Eighth grade	Select a high school course of study and a career cluster to explore and become familiar with college entrance requirements. Continue career exploration activities.	Work with parents, teachers and counselors to create an Individual Graduation Plan (IGP) to satisfy your career and educational goals. Get involved at school and in your community.
Freshman year	Update your IGP and work to your academic potential. Continue career exploration activities. Take PreACT in the Fall.	Continue to work with parents, teachers, and counselors to refine your IGP. Try job shadowing. Stay involved in school and community activities.
Sophomore year	Take PSAT tests in the fall. Review results and modify IGP. Take academically challenging courses. Investigate summer enrichment programs.	Meet with your counselor to plan for college. Consider job shadowing. Check your guidance newsletters for summer opportunities and other valuable information.
Junior year Fall	Register to take the PSAT. Think about your reasons for going to college. Investigate possible career options and degree level required. Identify important factors in choosing a college.	Collect information from ED-OP DAY (Educational Opportunity Day). During ED-OP, students have the opportunity to talk with admissions counselors from South Carolina colleges and universities and some from out of state. Explore colleges and careers on SCOIS, Naviance, and the Internet. Continue to focus on your schoolwork and to work with your parents, teachers and counselors.
Junior year Spring	Register for the SAT, ACT, or ACCUPLACER. List colleges considering and collect information. Investigate summer enrichment programs. Continue to work to highest academic potential and to be involved in school and community activities.	Prepare for and visit colleges. Continue collecting college and career information. Enroll in summer activities. Take some time to volunteer.
Senior year Fall	Continue to take a full load of challenging courses. Compare the colleges on your list. Apply to your "choice" colleges. Register for the SAT, ACT, or ACCUPLACER. Search for scholarship opportunities. Apply for financial aid as early as October.	Participate in ED-OP Day and Financial Aid Night. Continue visiting colleges. Complete applications by early October. Check guidance newsletters for scholarship opportunities. Complete scholarship applications. Observe deadlines. Work closely with your counselor, parents and teachers to finalize your plans. Complete the Free Application for Federal Student Aid (FAFSA). Complete scholarship applications.
Senior year Spring	Continue to search for scholarship opportunities. Make your final college decision. Register for college housing.	Complete final paperwork for college of choice.

APPENDIX H

South Carolina Scholarship and Grant Programs

This is a brief overview of the State Scholarships and Grants program. The information provided is from the South Carolina Commission on Higher Education and is based on the Commission's interpretation of the South Carolina Education Lottery Act. SCCHE information may be changed or updated without notice. Changes may also occur anytime during the legislative process. Although SCCHE attempts to provide up-to-date information on their website (www.che.sc.gov), please seek confirmation of information from the appropriate SCCHA office prior to any action taken.

	Palmetto Fellows Scholarship	LIFE Scholarship	S. C. HOPE Scholarship	S. C. Needs-Based Grant	Lottery Tuition Assistance
Initial Eligibility	Minimum 3.5 cumulative GPA based on S. C. Uniform Grading Scale Rank in top 6% of class at end of Sophomore year Minimum score of 1200 SAT/27 ACT **or** Minimum 4.0 cumulative GPA based on S. C. Uniform Grading Scale Minimum score of 1400 SAT/32 ACT Rank requirement Waived	Four Year Institution Must have 2 of 3: Minimum of 3.0 on S. C. Uniform Grading Scale Rank in top 30% of high school graduation class Minimum score of 1100 SAT/24 ACT **or** Minimum 3.0 cumulative GPA based on S. C. Uniform Grading Scale at two - year institution Test score and rank are waived	Minimum 3.0 cumulative GPA based on S. C. Uniform Grading Scale No minimum test score and rank required For students who do not qualify for the LIFE or Palmetto Fellows Program but graduate from high school with at least a B average	No minimum GPA Students must complete Free Application for Federal Student Aid (FAFSA)	No minimum GPA Students must complete Free Application for Federal Student Aid (FAFSA)
Award Amount	Up to $6,700 towards the cost of attendance at eligible four-year Institutions freshman year Up to $7,500 for sophomore, junior, and senior years	Up to $5,000 (incudes $300 book stipend) towards the cost of attendance at eligible four-year Institutions or Up to cost of attendance at eligible two-year institutions plus $300 book stipend	$2,800 (incudes $300 book stipend) towards the cost of attendance at eligible four-year Institutions	Up to $2,500 full time students and $1,250 for part-time students towards the cost of attendance at eligible four-year Institutions	Up to cost of tuition
Renewal Criteria	Minimum 3.0 cumulative GPA and 30 credit hours for graduation purposes each academic year	Minimum 3.0 LIFE GPA and an average 30 credit hours each academic year based on initial college enrollment	This scholarship is for the first year of attendance at a four- year institution only	Fill out FAFSA and minimum 2.0 cumulative GPA and 24 credit hours each academic year if full time and 12 hours part-time	Fill out FAFSA and satisfactory academic progress
Term Limit	Eight consecutive terms toward first bachelor's degree	Two consecutive terms for a certificate or diploma, Four consecutive terms for an associate's degree, and Eight consecutive terms for first bachelor's degree	Up to two consecutive terms of funding	Eight consecutive terms toward bachelor's degree	

APPENDIX I

10-Point Grading Scale

South Carolina Uniform Grading Scale Conversions

Numerical Average	Letter Grade	4.0 Scale	College Prep	Honors	AP/IB/Dual Enrollment
100	A	4.000	5.000	5.500	6.000
99	A	4.000	4.900	5.400	5.900
98	A	4.000	4.800	5.300	5.800
97	A	4.000	4.700	5.200	5.700
96	A	4.000	4.600	5.100	5.600
95	A	4.000	4.500	5.000	5.500
94	A	4.000	4.400	4.900	5.400
93	A	4.000	4.300	4.800	5.300
92	A	4.000	4.200	4.700	5.200
91	A	4.000	4.100	4.600	5.100
90	A	4.000	4.000	4.500	5.000
89	B	3.000	3.900	4.400	4.900
88	B	3.000	3.800	4.300	4.800
87	B	3.000	3.700	4.200	4.700
86	B	3.000	3.600	4.100	4.600
85	B	3.000	3.500	4.000	4.500
84	B	3.000	3.400	3.900	4.400
83	B	3.000	3.300	3.800	4.300
82	B	3.000	3.200	3.700	4.200
81	B	3.000	3.100	3.600	4.100
80	B	3.000	3.000	3.500	4.000
79	C	2.000	2.900	3.400	3.900
78	C	2.000	2.800	3.300	3.800
77	C	2.000	2.700	3.200	3.700
76	C	2.000	2.600	3.100	3.600
75	C	2.000	2.500	3.000	3.500
74	C	2.000	2.400	2.900	3.400
73	C	2.000	2.300	2.800	3.300
72	C	2.000	2.200	2.700	3.200
71	C	2.000	2.100	2.600	3.100
70	C	2.000	2.000	2.500	3.000
69	D	1.000	1.900	2.400	2.900
68	D	1.000	1.800	2.300	2.800
67	D	1.000	1.700	2.200	2.700
66	D	1.000	1.600	2.100	2.600
65	D	1.000	1.500	2.000	2.500
64	D	1.000	1.400	1.900	2.400
63	D	1.000	1.300	1.800	2.300
62	D	1.000	1.200	1.700	2.200
61	D	1.000	1.100	1.600	2.100
60	D	1.000	1.000	1.500	2.000
59	F	0.000	0.900	1.400	1.900
58	F	0.000	0.800	1.300	1.800
57	F	0.000	0.700	1.200	1.700
56	F	0.000	0.600	1.100	1.600
55	F	0.000	0.500	1.000	1.500
54	F	0.000	0.400	0.900	1.400
53	F	0.000	0.300	0.800	1.300
52	F	0.000	0.200	0.700	1.200
51	F	0.000	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000	0.000
50	WF	0.000	0.000	0.000	0.000
50	FA	0.000	0.000	0.000	0.000
-	WP	0.000	0.000	0.000	0.000
-	P	0.000	0.000	0.000	0.000
-	NP	0.000	0.000	0.000	0.000
-	AU	0.000	0.000	0.000	0.000

***Note**: A grade of "incomplete" (I) cannot be assigned to any student or course. See the SCDE Uniform Grading Policy.*

APPENDIX J

SOUTH CAROLINA DEPARTMENT OF EDUCATION
DIPLOMA PATHWAYS SEALS OF DISTINCTION OVERVIEW

One or more seals may be earned but are not required for graduation.

*Consult Richland One High School Course Catalogue 2020 – 2021 for more information regarding curriculum choices, majors, and diploma requirements. Seals require completion of all graduation requirements (24 credits). All incoming freshman beginning 2018 – 2019 are eligible to earn seals. Updated: 2/24/2020 based on SCDE PPT 9/9/2019

Honors Seal of Distinction*

UGP GPA 3.5 or higher

English: 4 Credits
2 at honors level or higher level

Math: 4 Credits
3 at honors or higher level (Alg. 2 as a prerequisite for the 4th higher level course)

Lab Science: 3 Credits
2 at the honors or higher level

Social Studies: 3 Credits
2 at the honors or higher level

World Languages:
2 Credits of the same language
(class of 18-19 9th graders)
3 Credits of the same language (students entering 9th grade 19 – 20 and beyond)

Advanced Coursework: 4 Credits
Honors level or higher in Junior/Senior Year (the last two prior to graduation)

College-Ready Seal of Distinction*

UGP GPA 3.0 or higher
OR

ACT = 20
(Composite Score)
OR

SAT = 1020
(combined math and evidence-based reading/writing scores)

English: 4 Credits

Math: 4 Credits
Algebra 1 (or equivalent of Alg. 1), Geometry, Algebra 2, and 4th Math with Alg. 2 or Integrated Math 3 as a prerequisite

Lab Science: 3 Credits

Social Studies: 3 Credits

World Languages: 2 Credits
of the same language

Fine Arts: 1 Credit

Career Seal of Distinction*

UGP GPA 2.5 or higher

English: 4 Credits

Math: 4 Credits

Lab Science: 3 Credits

Social Studies: 3 Credits

AND
Completion of an EEDA Major

AND
One of the following:
Earn at least 1 industry recognized credential
OR
Silver on WIN
OR
A semester-long Work Based Learning placement credit
Innovative courses *may* be approved
and must align with student's post-secondary plan

Specialization Seal of Distinction*

UGP GPA 3.0 or higher in all areas

Complete ONE Area to Qualify:

STEM : 4 Credits
beyond required courses in math, science, and technology; at least 2 at honors or higher level; may be in one area of STEM or across all four areas

World Language: 4 Credits
of the same language and/or minimum South Carolina World Languages Exam Score of "Intermediate Low" (or equated score on STAMP or ASL assessment)
OR
AP exam score 3 or higher
OR
IB exam score 4 or higher before the senior year
English Learners must meet all criteria above and Level 5 composite ACCESS test score

Military: 4 Credits in JROTC
and ASVAB score of 31 or higher

Arts: 4 Credits
in a single or multiple areas of the Arts; 2 or more at honors level or higher; mastery on external exam or performance task

APPENDIX K

Proficiency-based Placement for World Languages Courses

While Richland School District 1 does not have a proficiency-based waiver, we do recognize the importance of placing students by their language ability in appropriate World Languages classes. For this reason, students may be able to place into the appropriate level based on their language proficiency as measured on the Avant STAMP test. Students who receive placement in this manner *will not* receive credit for the courses skipped. Testing will only be administered before the 10th day of school, or before the semester changes for block schedule schools. STAMP test must be requested from the World Languages Coordinator at least one week ahead of the testing date and be administered by a certified teacher, administrator, or school counselor.

Placement is determined by the following chart with approval by the World Languages Coordinator. Students must meet or exceed the scores in each skill to be placed in that level.

Placement for Spanish, French, German					
	Interpretive Listening	**Interpretive Reading**	**Interpersonal**	**Presentational Speaking**	**Presentational Writing**
Level 2	Novice Mid (2)	Novice High (3)	Novice Mid (2)	Novice High (3)	Novice Mid (2)
Level 3	Novice High (3)	Intermediate Low (4)	Novice High (3)	Novice High (3)	Novice High (3)
Level 4	Intermediate Low (4)	Intermediate Mid (5)	Intermediate Low (4)	Intermediate Low (4)	Intermediate Low (4)
Placement for Mandarin					
	Interpretive Listening	**Interpretive Reading**	**Interpersonal**	**Presentational Speaking**	**Presentational Writing**
Level 2	Novice Mid (2)	Novice Mid (2)	Novice Mid (2)	Novice High (3)	Novice Mid (2)
Level 3	Novice High (3)	Novice High (3)	Novice High (3)	Intermediate Low (4)	Novice High (3)
Level 4	Intermediate Low (4)	Novice High (3)	Novice High (3)	Intermediate Low (4)	Intermediate Low (4)
Placement for Latin					
	Interpretive Listening	**Interpretive Reading**	**Interpersonal**	**Presentational Speaking**	**Presentational Writing**
Level 2	Novice High (3)	Novice High (3)	Novice High (3)	Novice High (3)	Novice High (3)
Level 3	Intermediate Mid (5)	Intermediate Mid (5)	Intermediate Mid (5)	Intermediate Mid (5)	Intermediate Mid (5)
Level 4	Intermediate High (6)	Intermediate High (6)	Intermediate High (6)	Intermediate High (6)	Intermediate High (6)

APPENDIX L

Other Resources

South Carolina Department of Education

SCDE Course Code Database
Uniform Grading Policy (UGP) (April 2019)

Richland One

School Counseling Services

Updated 01.07.2026