

High School Course Guide

2026 – 2027 School Year

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South Carolina School for the Deaf and the Blind

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Engaging, Empowering, and Equipping our students for success!

Mission Statement

To ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services, and partnerships

Vision Statement

To be the statewide leader in education and accessibility for individuals who are deaf, blind, or sensory multi-disabled

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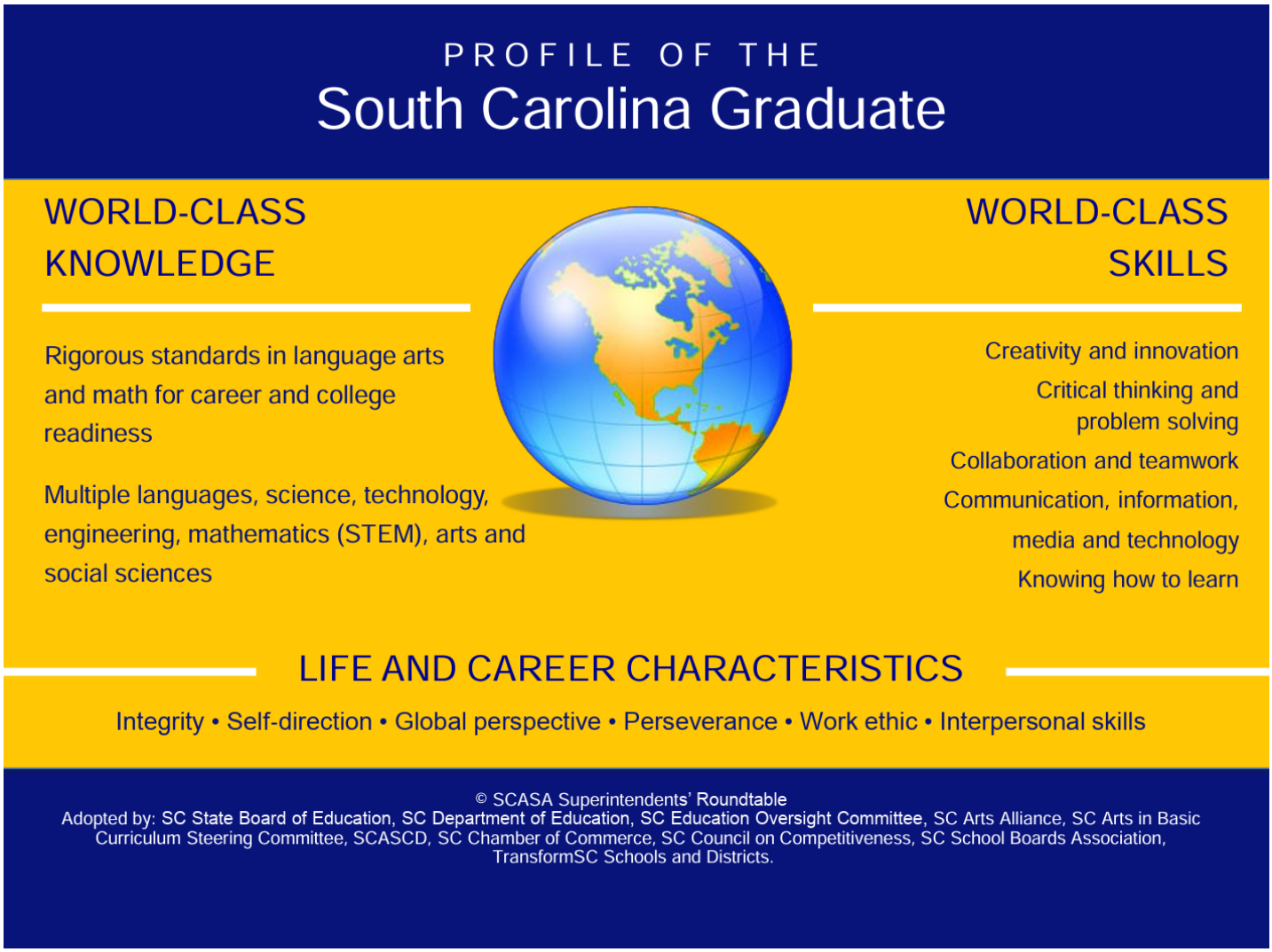
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GENERAL INFORMATION

PROFILE OF A SOUTH CAROLINA GRADUATE

The Profile of the South Carolina Graduate has been adopted and approved by the South Carolina Association of School Administrators (SCASA), the South Carolina Chamber of Commerce, the South Carolina Council on Competitiveness, the Education Oversight Committee (EOC), the State Board of Education (SBE), and the South Carolina Department of Education (SCDE) in an effort to identify the knowledge, skills, and characteristics a high school graduate should possess in the 21st century in order to be prepared for success as they enter college and/or pursue a career.



At SCSDB, we share the vision of the SC Department of Education to ensure that every student meets the 21st Century Profile of the South Carolina Graduate. Our goal is to empower students to embrace opportunities and to live independently. At SCSDB, students prepare for college, employment, and independent living upon completion of an appropriate course of study.

SOUTH CAROLINA HIGH SCHOOL COURSES OF STUDY

In South Carolina, there are three courses of study: 1) South Carolina High School Diploma Course of Study, 2) South Carolina High School Employability Credential Course of Study, and 3) South Carolina Functional Academic and Occupational Course of Study. The following information provides some basic facts regarding these courses of study. Please note that the term "graduation" is used to denote the completion of any of these three courses of study and not the issuance of a high school diploma. Only one course of study results in a high school diploma.

South Carolina High School Diploma Course of Study

- Includes students with and without disabilities.
- Graduation requires 24 high school units including specific academic, assessment, and elective requirements.
- Graduation signifies successful completion of a traditional graded high school course of study which includes curriculum focused on preparation for college level academics and post-school employment.
- Students DO receive a high school diploma.
- Diploma students intend to attend a 2- or 4-year college, join the military, or enter the workforce following graduation.
- At SCSDB, within the Diploma Course of Study, there are two recommended pathways to graduation: the College-Ready Pathway and the Career-Ready Pathway.

South Carolina High School Employability Credential Course of Study

- Includes ONLY students with disabilities.
- Graduation requires 24 high school units including specific academic, assessment, and elective requirements.
- Graduation signifies successful completion of a modified graded option to a traditional high school course of study which includes curriculum focused on preparation for post-school employment.
- Students DO NOT receive a high school diploma.
- Credential students intend to enter the workforce following graduation.

South Carolina Functional Academic and Occupational Course of Study

- Includes ONLY students with disabilities.
- Graduation is not based on earning units.
- Graduation signifies successful completion of an alternative NON-GRADED option to a traditional high school course of study which includes curriculum focused on preparation for post-school employment and independent living.
- Students DO NOT receive a high school diploma.
- Functional Academic and Occupational Course of Study students intend to enter the workforce following graduation.

COURSE SELECTION PROCESS

Students in any of the three courses of study may register for the majority of the classes listed in this course guide as long as 1) The student's IEP team determines the course is an appropriate placement for the student, and 2) the student has taken and passed the prerequisite course(s).

- Diploma students can take any courses from the credential course of study; however, the courses can only be coded as electives and do not count towards any of the diploma requirements other than elective requirements.
- Credential students who excel in a particular subject area can take courses from the diploma course of study which in turn can be substituted for the required credential courses. This decision should ONLY be made by the IEP team.
- Functional Academic and Occupational students who excel in a particular area can take courses from the diploma course of study and/or the credential course of study. This decision should ONLY be made by the IEP team.

At SCSDB, the course selection process occurs during the third and fourth quarter of the school year.

- Students will have access to the digital and/or print course guide.
- Students are encouraged to read the course guide, consult teachers & parents, and meet with their school counselor before making decisions on which courses to take.
- Please note, all courses listed in this guide may not be offered every school year.
- All students in grades 9 – 12 are required to enroll in 7 classes each semester with most 1-unit courses scheduled for an entire school year and most 0.5-unit courses scheduled for one semester.
- Schedules are determined using graduation requirements; student transcripts; prerequisites; student requests; and/or input from teachers, IEP Teams, and guidance counselors.

WITHDRAWING FROM A COURSE

According to the South Carolina Uniform Grading Policy (SCUGP), with the first day of enrollment in the course as the baseline, students who withdraw from a course within five days in a 90-day course (0.5-unit course) or ten days in a 180-day course (1-unit course) will do so without penalty.

The 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 (Withdraw Passing) for the course. Students who withdraw from a course after the specified time of five days in a 90-day course (0.5-unit course) or ten days in a 180-day course (1-unit course) without administrative approval, shall be assigned a WF/50 (Withdraw Failing). The WF/50 will be calculated in the student's overall grade point average. Withdrawal limitations for virtual courses will be established by Virtual SC 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 policies:

1. 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.
2. 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 43-274 VII(B), students with absences may make up work or demonstrate proficiency as determined by the local school district. The local school board shall develop policy on the body of evidence that is acceptable to demonstrate proficiency. 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.

RETAKING A COURSE

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

A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school or before the next sequential course (whichever comes first). A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first). For all grade levels, all courses will remain on the transcript. However, only the highest grade will be used in figuring the student's GPA.

EDUCATION AND ECONOMIC DEVELOPMENT ACT (EEDA)

"Personal Pathways to Success" is a program designed to better prepare South Carolina students by improving career development, workforce development, and economic development for our citizens through early career planning and an individualized curriculum. The South Carolina General Assembly passed the South Carolina Education and Economic Development Act of 2005 (EEDA) to provide "for the development of a curriculum organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills" (S.C. Code Ann. § 59-59-10 et seq.). In addition to implementing a system of career clusters, EEDA requires school districts to implement 1) career awareness programs in elementary schools, 2) career exploration programs in middle schools, 3) career preparation programs in high school, and 4) an Individual Graduation Plan (IGP) program in grades 8 – 12.

INDIVIDUAL GRADUATION PLAN (IGP)

An Individual Graduation Plan (IGP) is a mandatory, annual conference between students in grades 8 – 12, school counselors, and parents/guardians. The IGP is designed to guide students toward their education, career, and employment goals, aligning coursework with post-secondary aspirations. According to EEDA, SECTION 59-59-140:

> *An individual graduation plan is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must: (1) align career goals and a student's course of study; (2) be based on the student's selected cluster of study and an academic focus within that cluster; (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met; (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning; (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary*

education; (6) incorporate provisions of a student's individual education plan, when appropriate; and (7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.

CAREER CLUSTERS

Career Clusters provide a way for schools to organize instruction and student experiences around broad categories of occupations from entry through professional levels. The current definition of a career cluster consists of a grouping of occupations and broad industries based on commonalities. Career clusters connect what students learn in school with the knowledge and skills they need for success in college and careers. Each career cluster identifies different pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. For more information, please visit the SC Department of Education Career Clusters webpage.

- The **Advanced Manufacturing** career cluster blends innovative technologies and practices to enhance design and production. It covers areas such as engineering, research and development, automation, equipment maintenance, safety protocols, and quality control. Advanced Manufacturing aims to increase efficiency and reduce waste, ensure safety, and produce high-quality goods, driving the industry's growth and adapting to modern demands.
- The **Agriculture** career cluster concentrates on the scientific advancement, cultivation, processing, and distribution of agricultural products, employing advanced technologies and sustainable practices to optimize global food systems, as well as other plant and animal-based industries like regenerative agriculture, sustainable logging, and fisheries. This cluster significantly overlaps with the Energy and Natural Resources Cluster, highlighting a symbiotic relationship that emphasizes stewardship and resilient communities.
- The **Arts, Entertainment, and Design** career cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. This cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire.
- The **Construction** career cluster focuses on professions involved in designing, planning, managing, and executing projects in the built environment. It emphasizes sustainable building practices to ensure structures are both environmentally responsible and resilient. Professionals in this field are pivotal in creating durable infrastructure that meets present needs without compromising future generations' ability to meet their own, covering a range of roles from architects and engineers to construction managers and skilled tradespeople.
- The **Digital Technology** career cluster combines the development of digital systems that support communication and data storage using critical technologies like artificial intelligence, data analytics, and cybersecurity. It prepares professionals to navigate and lead in the constantly evolving tech landscape, focusing on everything from software development to data analytics to cyber safety. This cluster drives innovation across all industries and clusters to tackle complex challenges and opportunities in our communities and economies.
- The **Education** career cluster spans careers aimed at fostering learning from early childhood to adulthood, covering areas like teaching, instructional design, counseling services, community engagement, learner support, and educator training. This cluster emphasizes quality educational standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking, encouraging personal growth in a constantly evolving world.

- The **Energy and Natural Resources** career cluster spans careers in traditional and renewable energy generation, utilities, environmental preservation and conservation, ecological research, and resource extraction. These industries focus on efficient and responsible resource management, aiming to minimize environmental impacts and meet global energy needs. An interconnected relationship exists with the Agriculture Cluster as practices in energy and resource management are directly influenced by agricultural production.
- The **Financial Services** career cluster encompasses careers in managing and advising financial transactions, including banking, lending, corporate finance, debt management, accounting, insurance, and real estate. These careers contribute to economic stability and growth by supporting the financial health of individuals and organizations.
- The **Healthcare and Human Services** career cluster promotes holistic well-being in individuals and communities through a diverse array of services. This includes technical, mental, therapeutic, and personal care, supported by medical and social sciences. By addressing social determinants of health and leveraging health data and science, this cluster aims to enhance the overall health and resilience of individuals, families, and communities.
- The **Hospitality, Events, and Tourism** career cluster encompasses a broad range of services and experiences related to food and beverage, lodging, travel, events, and conferences. This cluster focuses on delivering quality customer service, memorable experiences, and seamless logistics to cater to the needs and preferences of guests, travelers, and event participants. This sector is characterized by its diversity, including everything from luxury hotels and international travel to local dining, cultural events, and business conferences, aiming to enhance the overall experience of visitors and attendees.
- The **Management and Entrepreneurship** career cluster involves skills and occupations that are essential across all industries, focusing on optimizing operations, strategic planning, and workforce management. It merges key areas such as accounting, data management and analysis, human resources, general operations, project management, and leadership. This cluster ensures businesses of all sizes and types efficiently meet their goals, adapt to market changes, and maintain competitive advantage.
- The **Marketing and Sales** career cluster focuses on promoting products, understanding consumer needs, engaging with communities, and driving sales. It integrates digital marketing, data analysis, brand promotion, customer relationship management, human-centered design, and retail strategies to build strong customer connections and support business growth. This cluster is essential for creating value, ensuring public transparency, and achieving commercial success in a competitive marketplace.
- The **Public Service and Safety** career cluster encompasses roles in local, state, and federal government, legal and justice systems, security, and military operations, all aimed at promoting civic responsibility, and ensuring the well-being, security, and functionality of communities, states, and countries.
- The **Supply Chain and Transportation** career cluster encompasses the movement, coordination and management of goods from production to consumption, ensuring efficient movement across various modes of transportation including air, ground, and water, as well as maintenance of the respective transport modes. This cluster integrates logistics and distribution networks to facilitate the seamless flow of materials and products, playing a crucial role in global commerce, economic development, and community health.

Each career cluster offered at SCSDB is described in the Career and Technical Education (CTE) section of this guide.

CAREER AND TECHNICAL EDUCATION (CTE) TERMINOLOGY

Students who participate in CTE courses at the SCSDB Applied Academic Center have an opportunity to concentrate on or complete a CTE pathway.

- A CTE Concentrator is a student who has completed at least 2 required courses in a single state-recognized CTE program.
- A CTE Completer is a student who has completed three (3) or four (4) required courses* in a single state-recognized CTE program.

*The number of courses required is determined by the CTE program selected.

A student is considered career-ready if he/she is a CTE Completer AND earns a national or state recognized industry credential.

REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

Students seeking a South Carolina High School Diploma must meet the requirements listed in the table below. A total of 24 units is required for graduation and must meet the following criteria:

Table: South Carolina High School Diploma Requirements

Subject Area	Units	Notes
English/Language Arts	4	**Required:** English 1-4 and English 2 EOC
Mathematics	4	**Required:** Geometry, Algebra 1, and Algebra 1 EOC
Social Studies	3	**Required:** US Government, Economics, USHC, and USHC EOC
Science	3	**Required:** Biology 1 and Biology 1 EOC
Physical Education	1	
Computer Science	1	
World Language or Career & Technical Education (CTE)	1	
Financial Literacy	0.5	**Required:** for students who started high school during or after 2023-2024
Electives	6.5	Students who started high school before 2023-2024 need 7 elective units

Please note that many colleges have different entrance requirements than outlined by the state's high school graduation requirements. It is HIGHLY recommended that before determining which courses to take, students who plan to attend college should consider the SC high school diploma requirements **AND** the requirements for entrance into the college of their choice. A guidance counselor is available to assist students with these actions.

SEALS OF DISTINCTION

On May 19, 2017, the South Carolina Governor signed legislation allowing for personalized pathways to a South Carolina high school diploma in order to support the Profile of the South Carolina Graduate. One aspect of these Diploma Pathways is the opportunity for students to earn one or more Seals of Distinction.

Earning a Seal of Distinction is not a requirement for students, it is an optional endorsement in addition to a diploma. The South Carolina Seals of Distinction are state-level awards granted by the

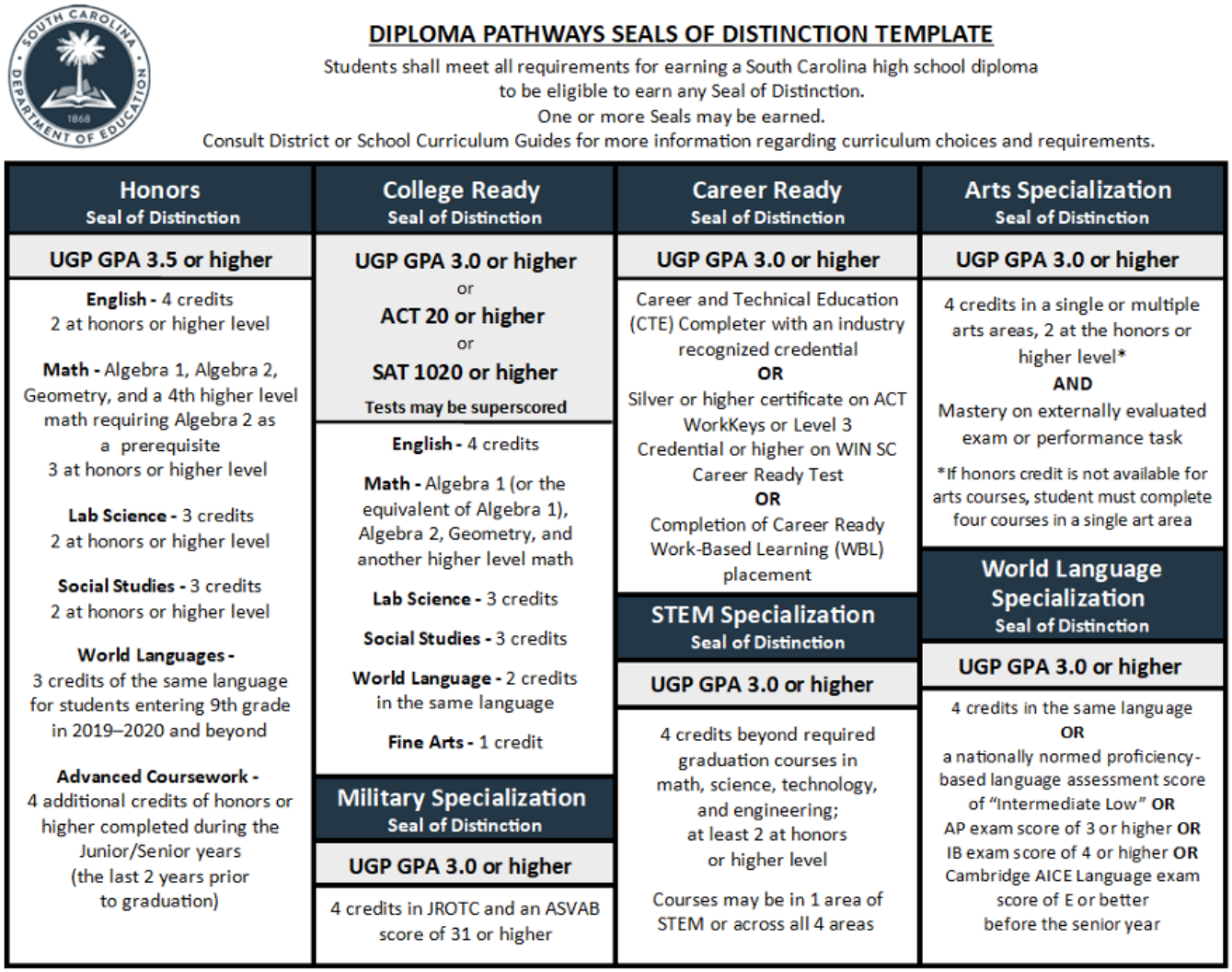
South Carolina Department of Education. The Seals of Distinction do not appear on transcripts or diplomas; rather they are delivered in the form of a digital credential. Students must earn credit in all specified courses to qualify for the corresponding Seal of Distinction.

There are six possible Seals of Distinction that can be earned:

- Honors
- College Ready
- Career Ready
- Art Specialization
- Military Specialization
- STEM Specialization
- World Language Specialization

Image: Diploma Pathways Seals of Distinction Template

The criteria for each Seal of Distinction are listed in the image below and can be found on the South Carolina Department of Education website: https://ed.sc.gov



DIPLOMA PATHWAYS SEALS OF DISTINCTION TEMPLATE

Students shall meet all requirements for earning a South Carolina high school diploma to be eligible to earn any Seal of Distinction.
One or more Seals may be earned.
Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College Ready Seal of Distinction	Career Ready Seal of Distinction	Arts Specialization Seal of Distinction
UGP GPA 3.5 or higher	**UGP GPA 3.0 or higher** or **ACT 20 or higher** or **SAT 1020 or higher** Tests may be superscored	**UGP GPA 3.0 or higher**	**UGP GPA 3.0 or higher**
English - 4 credits 2 at honors or higher level **Math -** Algebra 1, Algebra 2, Geometry, and a 4th higher level math requiring Algebra 2 as a prerequisite 3 at honors or higher level **Lab Science -** 3 credits 2 at honors or higher level **Social Studies -** 3 credits 2 at honors or higher level **World Languages -** 3 credits of the same language for students entering 9th grade in 2019–2020 and beyond **Advanced Coursework -** 4 additional credits of honors or higher completed during the Junior/Senior years (the last 2 years prior to graduation)	**English -** 4 credits **Math -** Algebra 1 (or the equivalent of Algebra 1), Algebra 2, Geometry, and another higher level math **Lab Science -** 3 credits **Social Studies -** 3 credits **World Language -** 2 credits in the same language **Fine Arts -** 1 credit	Career and Technical Education (CTE) Completer with an industry recognized credential **OR** Silver or higher certificate on ACT WorkKeys or Level 3 Credential or higher on WIN SC Career Ready Test **OR** Completion of Career Ready Work-Based Learning (WBL) placement	4 credits in a single or multiple arts areas, 2 at the honors or higher level* **AND** Mastery on externally evaluated exam or performance task *If honors credit is not available for arts courses, student must complete four courses in a single art area
	Military Specialization Seal of Distinction	**STEM Specialization Seal of Distinction**	**World Language Specialization Seal of Distinction**
	UGP GPA 3.0 or higher	**UGP GPA 3.0 or higher**	**UGP GPA 3.0 or higher**
	4 credits in JROTC and an ASVAB score of 31 or higher	4 credits beyond required graduation courses in math, science, technology, and engineering; at least 2 at honors or higher level Courses may be in 1 area of STEM or across all 4 areas	4 credits in the same language **OR** a nationally normed proficiency-based language assessment score of "Intermediate Low" **OR** AP exam score of 3 or higher **OR** IB exam score of 4 or higher **OR** Cambridge AICE Language exam score of E or better before the senior year

SOUTH CAROLINA COLLEGE-READINESS REQUIREMENTS

The table below contains the SCSDB College-Ready Pathway to Graduation.

College-Ready Pathway	
Subject	**Units**
English/Language Arts	4
Mathematics (College-Ready Math Courses)	4
Science (2 Lab Sciences)	3
Social Studies	3
Physical Education	1
Computer Science	1
Financial Literacy	0.5
Electives	4.5
World Language	2
Fine Arts	1

In South Carolina, college-readiness refers specifically to attending a four-year college following graduation. Because four-year colleges set their own criteria for admissions, the entrance requirements may not fully align to the SC high school graduation requirements. In addition to the high school diploma requirements, many four-year colleges may also require some or all of the following:

- The four (4) units of mathematics should be college-ready mathematics courses.
- The three (3) units of science should be lab science courses in two or more different fields (e.g., Biology and Chemistry).
- two (2) – three (3) units of world language courses must be in the same field
- one (1) unit of visual or performing arts
- a specific minimum score on a college entrance exam such as the ACT or the SAT
- Other requirements may apply. Please consult your college of choice to learn about the entrance criteria in order to plan accordingly.

Table: Sample College-Ready Pathway to Graduation with a Diploma

The following table outlines one of many possible pathways to graduation for a student planning to attend a four-year college. This sample schedule would allow the student to earn the following as long as all other criteria such as assessment scores and grades are met:

- College Ready Seal of Distinction
- Career Ready Seal of Distinction
- Career and Technical Education (CTE) Concentrator in the Digital Arts and Design Program
- Career and Technical Education (CTE) Completer of the Digital Arts and Design Program

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English 1 (3024)	English 2 (3025)	English 3 (3026)	English 4 (3027)
Mathematics	Geometry with Statistics (4122)	Algebra 1 (4114)	Algebra 2 with Probability (4115)	**CHOOSE ONE (1):** • Pre-Calculus (4131) • Statistical Modeling (4120) • Discrete Mathematics (4142)

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Social Studies	Modern World History (3306)	• S1: U.S. Government (3330) • S2: Economics (3308)	U.S. History & Constitution (3320)	N/A
Science	N/A	Biology 1 (3221)	Environmental Science (3261)	Chemistry 1 (3231)
Required Courses	Physical Education 1 (3441)	PLTW Computer Science Essentials (6372)	S1: Personal Finance (5141)	N/A
World Language	American Sign Language 1 (3681)	American Sign Language 2 (3682)	American Sign Language 3 (3683)	American Sign Language 4 (3684)
Fine Arts	Photography 1 (4566)	N/A	N/A	N/A
CTE	Digital Arts 1 (6120)	Digital Arts 2 (6121)	Digital Arts 3 (6122)	• Digital Arts 4 (6123) • Art, A/V Tech, & Communications WBL (5290)
Electives	N/A	N/A	S2: Workforce Readiness (389919CH)	• S1: SC Driver Permit Preparation (3799) • S2: Driver Education (3701)
State Assessments	Biology 1 EOC	• English 2 EOC • Algebra 1 EOC • PreACT	• USHC EOC • ACT or SAT • WIN Career Readiness Assessment	N/A

SOUTH CAROLINA CAREER-READINESS REQUIREMENTS

The table below contains the SCSDB Career-Ready Pathway to Graduation.

Career-Ready Pathway	
Subject	**Units**
English/Language Arts	4
Mathematics (Career-Ready Math Courses)	4
Science	3
Social Studies	3
Physical Education	1
Computer Science	1
Financial Literacy	0.5
Electives (Including CTE)	6.5

In South Carolina, career-readiness refers to attending a two-year college, joining the military, and/or entering the workforce following high school graduation. Although not a requirement for graduation, career ready students typically should earn at least one of the following before graduating:

- Score 3, 4, of 5 on the WIN Career Readiness Assessment
- Be a Career and Technical Education (CTE) Completer
- Complete a Work-Based Internship

Table: Sample Career-Ready Pathway to Graduation with a Diploma

The following table outlines one of many possible pathways to graduation for a student planning to attend a two-year college or enter the workforce following graduation. This sample schedule would allow the student to earn the following as long as all other criteria such as assessment scores and grades are met:

- Career Ready Seal of Distinction
- Career and Technical Education (CTE) Concentrator in the Carpentry Program
- Career and Technical Education (CTE) Completer of the Carpentry Program

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English 1 (3024)	English 2 (3025)	English 3 (3026)	English 4 (3027)
Mathematics	Geometry with Statistics (4122)	Algebra 1 (4114)	**Career Ready Math:** Reasoning in Mathematics (4118)	**Career Ready Math:** Applications and Modeling (4119)
Social Studies	Modern World History (3306)	• S1: U.S. Government (3330) • S2: Economics (3308)	U.S. History & Constitution (3320)	N/A
Science	Physical Science (3211)	Biology 1 (3221)	Environmental Science (3261)	N/A
Required Courses	Physical Education 1 (3441)	PLTW Computer Science Essentials (6372)	S1: Personal Finance (5141)	N/A
CTE	Carpentry 1 (6091)	Carpentry 2 (6092)	Carpentry 3 (6093)	• Carpentry 4 (6094) • Architecture & Construction WBL (6690)
Electives	Career Exploratory (57S0)	Workplace Skills 1 (389911CW)	• S2: Workforce Readiness (389919CH) • Workplace Skills 2 (389913CW)	• S1: SC Driver Permit Preparation (3799) • S2: Driver Education (3701) • Workplace Skills 3 (389915CW) • Yearbook Production (3769)
State Assessments	N/A	• English 2 EOC • Algebra 1 EOC • Biology 1 EOC • PreACT (Optional)	• USHC EOC • ACT or SAT (Optional) • WIN Career Readiness Assessment	N/A

REQUIREMENTS FOR A HIGH SCHOOL EMPLOYABILITY CREDENTIAL

Students seeking a South Carolina High School Employability Credential must meet the requirements listed in the table below. Please note the state-recognized South Carolina High School Employability Credential is aligned to a course of study for students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate. Students do NOT earn a high school diploma, but they do earn a state-recognized credential that opens up career opportunities for completers. For more information, please visit: https://thesccredential.org/

Table: South Carolina High School Employability Credential Requirements

Subject Area	Units	Notes
English/Language Arts	4	**Required:** Essentials of English I-IV and English 2 EOC
Mathematics	4	**Required:** Essentials of Math I-IV and Algebra 1 EOC
Social Studies	2	**Required:** Essentials of Social Studies I-II
Science	2	**Required:** Essentials of Science I-II and Biology 1 EOC
Employability Education	4	**Required:** Employability Education I-IV
PE/Health	1	
Technology	1	
Electives	6	Including CTE courses
Other	N/A	Career Portfolio, Multi-Media Presentation, and Work-Based Learning & Training

Table: Sample High School Employability Credential Pathway to Graduation with a Credential

The following table outlines one possible pathway to graduation for a credential student planning to enter the workforce following graduation.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	Essentials of English I (3900)	Essentials of English II (3910)	Essentials of English III (3920)	Essentials of English IV (3930)
Mathematics	Essentials of Math I: Practical Geometry & Statistics (3901)	Essentials of Math II: Practical Algebra (3911)	Essentials of Math III: Practical Reasoning in Math (3921)	Essentials of Math IV: Practical Applications & Modeling (3931)
Social Studies	N/A	Essentials of Social Studies II: US Government (3913)	N/A	Essentials of Social Studies I: US History and Constitution (3903)
Science	Essentials of Science II: Physical Science (3912)	N/A	Essentials of Science I: Biology (3902)	N/A
Required Courses	Physical Education 1 (3441)	Essentials of Technology (39M8)		
Employability Education	Employability Education I (3908)	Employability Education II (3918)	Employability Education III (3928)	Employability Education IV (3938)
CTE	Power Equipment Technology 1 (6300)	Power Equipment Technology 2 (6301)	Power Equipment Technology 3 (6302)	• Power Equipment Technology 4 (6303) • Transport, Distribution, Logistics WBL (6790)

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Electives	Career Exploratory (57S0)	Workplace Skills 1 (389911CW)	• Workplace Skills 2 (389913CW) • S1: Workforce Readiness (389919CH) • S2: Art Appreciation (3511)	Workplace Skills 3 (389915CW)
State Assessments		• English 2 EOC • Algebra 1 EOC • PreACT (Optional)	• Biology 1 EOC • ACT or SAT (Optional) • WIN Career Readiness Assessment	N/A

GRADING SCALE

SCSDB uses a 10-point scale for grading purposes.

Table: 10-Point Grading Scale

Letter Grade	Numerical Average	Performance Descriptor	Description
A	90 – 100	Advanced	The student demonstrates a thorough mastery of curriculum standards and consistently exceeds grade level expectations. Work quality is outstanding.
B	80 – 89	Proficient	The student consistently meets curriculum standards and is able to meet grade level expectations with above average work quality.
C	70 – 79	Average	The student meets the curriculum standards and produces average quality work. The student needs support and prompting to meet grade level expectations.
D	60 – 69	Below Average	The student's work is below average, but is progressing towards meeting the curriculum standards. Student work does not meet grade level expectations consistently.
F	0 – 59	Far Below Average	The student displays minimal effort or produces work that fails to progress towards meeting the curriculum standards. Student work does not meet grade level expectations.

SCSDB students are graded using a combination of the following types of assignments:

Daily Grades: classwork, homework, lab activities, class discussions, etc.

Formative Assessments: quizzes, lengthy classwork/homework, etc.

Summative Assessments: tests, essays, projects, etc.

ATTENDANCE

Regular school attendance is vital for a child's learning process. South Carolina has a Compulsory Attendance Law which requires ALL students from the ages of 5 to 17 to attend school on a daily basis during the 180-day school year. To receive FULL credit for the year, students must meet attendance AND academic requirements. Attendance in high school is counted separately for each course taken. High school courses carry a weight of either 1-unit or 0.5 unit. Students are allowed no more than 10 absences per 1-unit course or 5 absences per 0.5-unit course. Students who do not meet the minimum attendance requirement of a course may not be eligible to receive a passing grade in the course.

Students over the age of 17 who do not meet the minimum attendance requirement will not be considered truant by the state, but they must still meet the attendance requirements above to attend SCSDB.

SOUTH CAROLINA STATE HIGH SCHOOL ASSESSMENTS

End-of-Course Examination Program (EOCEP)

The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards. The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course (EOC) tests for specific courses. Courses currently include Algebra 1, Intermediate Algebra, Biology 1, English 2, and United States History and the Constitution. The EOCEP examination scores count 20 percent in the calculation of the student's final grade in the related courses.

English Proficiency Assessment – ACCESS and Alternate ACCESS

ACCESS is taken annually by multilingual learners (MLs) in kindergarten through grade 12. All students in grades K-12 who are determined to have limited English proficiency must take ACCESS or Alternate ACCESS each spring. Students with limited English proficiency must continue to take ACCESS until they meet the requirements for full English proficiency as established by the Office of Federal and State Accountability.

Pre-College Entrance Assessment – PreACT

PreACT is an early indicator of college and career readiness. PreACT assessments offer tenth (10^{th}) graders an early experience with ACT test items, provides a predicted ACT test score, and offers a wealth of information to help students get the start they need to be college ready. Anchored on the ACT College and Career Readiness Standards, PreACT assessments help educators, students, and parents identify areas of academic strength and opportunity.

College Entrance Exams – ACT & SAT

Students are given a choice to take either the SAT, the ACT, or neither during their eleventh (11^{th}) grade year or third year in high school whichever occurs first. The SAT and the ACT are timed, multiple-choice examinations which measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. For additional information about the Scholastic Aptitude Test or SAT, please visit the College Board website. For additional information about The American College Test or ACT, please visit the ACT website.

Career Readiness Assessment – WIN

The current career readiness assessment, WIN Career Readiness Assessment in SC is administered during a student's eleventh (11th) grade year or third year in high school whichever occurs first. The assessment includes four component subtests – one soft skills specific assessment and three employability skills (math / reading / data) assessments. Together the four assessments measure the most common transferable skills that employers nationwide define as foundational for career readiness. The assessments provide students an opportunity to apply job skills – not just simply demonstrate concept knowledge.

SCSDB LIBRARY RESEARCH REQUIREMENT

According to Gallaudet University,

> *The goal of a research paper is to bring together different views, evidence, and facts about a topic from books, articles, and interviews, then interpret the information into your writing. It's about a relationship between you, other writers, and your teacher/audience.*
>
> *A research paper will show two things: what you know or learned about a certain topic, and what other people know about the same topic.*

According to the SCDE Research Support Document for the 2023 South Carolina College- and Career-Ready English Language Arts Standards, research instruction should incorporate the following:

- ***Types of Questioning***
  Effective questioning is a crucial aspect of the research process, guiding students through the complexities of inquiry and investigation. The ability to ask thoughtful, targeted questions is fundamental for students to engage deeply with their research topics, develop critical thinking skills, and foster a mindset of continuous learning and curiosity.
- ***Evaluating Sources***
  When conducting research, evaluating the quality of sources is crucial for ensuring the reliability and validity of findings […] in key categories: authority/credibility, accuracy/verifiability, bias/objectivity, currency/timeliness, scope/depth, and intended audience/purpose.
- ***Citing Sources***
  Citations attribute credit to the original authors of the information and ideas that are implicitly and/or explicitly referenced in an individual's writing through quotations, paraphrasing, or summarizing. The purpose of citations is to not only give credit to the original source/author but to also allow the reader insight into the author's original thought processes as a writer and/or researcher.
- ***Refining the Scope of Inquiry***
  Inquiry is the seeking of information through questioning and is an initial step in the processes related to research. For research to be effective, a researcher must refine his/her scope of inquiry through the selection of a topic, identification of a purpose, and acknowledgment of the intended audience.

Table: SCSDB Research Requirement by Grade

At SCSDB, students in grades 6 – 12 are required to complete a research project each year in a specific course as outlined in the table below. This is accomplished through collaboration between one or more classroom teachers and the librarian.

Grade	Course	Facilitation Team
6	English Language Arts (Topic: Passion Project)	ELA Teacher Librarian
7	Geography	ELA Teacher Social Studies Teacher Librarian

Grade	Course	Facilitation Team
8	Introduction to Career Clusters	ELA Teacher Introduction to Career Clusters Teacher Librarian
9	English 1	English 1 Teacher Librarian
10	Biology 1	English Teacher Biology 1 Teacher Librarian
11	US History and Constitution	English Teacher USHC Teacher Librarian
12	English 4	English 4 Teacher Librarian

COURSE OFFERINGS FOR DIPLOMA STUDENTS

ENGLISH LANGUAGE ARTS

Students seeking a high school diploma are required to take four (4) units of English Language Arts and the English 2 end-of-course exam.

Table: English Language Arts Course Sequence for Diploma Students

The courses listed in the table below satisfy the English requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College- & Career-Ready	English 1 (3024)	English 2 (3025)	English 3 (3026)	English 4 (3027)

English 1 (3024)

Credit: 1 *English* unit
Grade Level(s): 9
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 2 (3025)

Credit: 1 *English* unit
Grade Level(s): 10
Prerequisite(s): English 1 (3024)

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 3 (3026)

Credit: 1 *English* unit
Grade Level(s): 11
Prerequisite(s): English 2 (3025)

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 4 (3027)

Credit: 1 *English* unit
Grade Level(s): 12
Prerequisite(s): English 3 (3026)

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.

MATHEMATICS

Students seeking a high school diploma are required to take four (4) units of mathematics including Geometry with Statistics (4122) and Algebra 1 (4114) or their equivalents and the Algebra 1 end-of-course exam.

Students now have a choice of mathematics course pathways which are dependent upon the students plans following graduation. If the student plans to attend:

- **a four-year college,** the student should take four (4) college-ready mathematics courses including Geometry with Statistics (4122), Algebra 1 (4114), Algebra 2 with Probability (4115), and one (1) more college ready mathematics course.
- **a 2-year college, join the military, or enter the workforce**, the student should take the two (2) required college-ready mathematics courses, Geometry with Statistics (4122) and Algebra 1 (4114) followed by either of the following:
    - two (2) college-ready mathematics course including Algebra 2 with Probability (4115)
    - two (2) career-ready mathematics courses, or
    - one (1) college-ready mathematics course [i.e., Algebra 2 with Probability (4115)] and one (1) career ready mathematics course.

Figure: 2023 SC College- and Career-Ready Mathematics Course Pathways

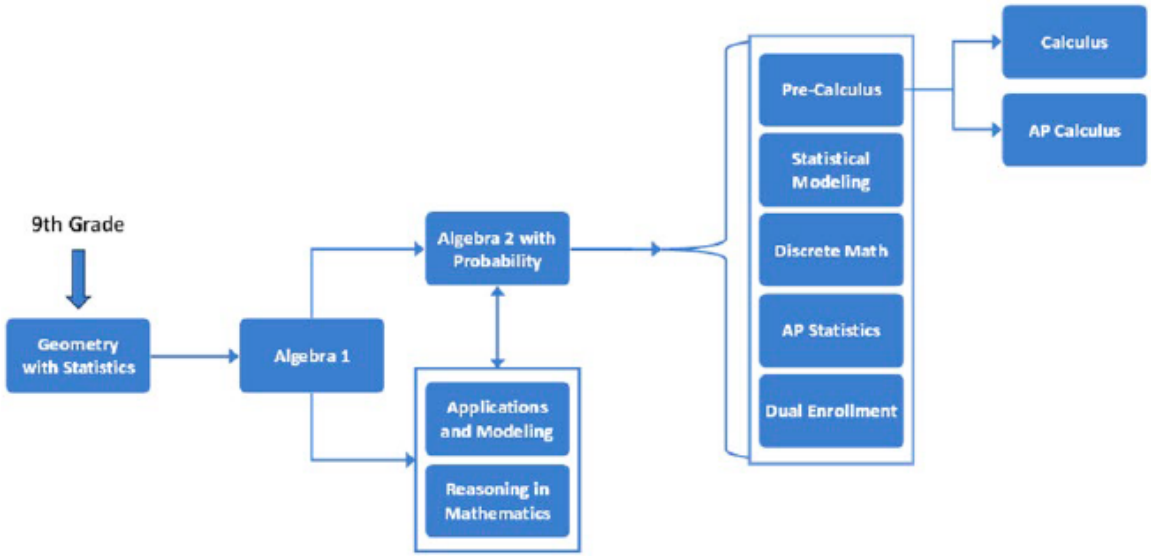


Table: Mathematics Course Sequence for Diploma Students

The courses listed in the table below in the College-Ready row satisfy the mathematics requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College-Ready	Geometry with Statistics (4122)	Algebra 1 (4114)	Algebra 2 with Probability (4115)	**CHOOSE ONE (1):** • Pre-Calculus (4131) • Statistical Modeling (4120) • Discrete Mathematics (4142)
Career-Ready	Geometry with Statistics (4122)	Algebra 1 (4114)	Reasoning in Mathematics (4118)	Applications and Modeling (4119)

COLLEGE-READY MATHEMATICS COURSES

Geometry with Statistics (4122)

Credit: 1 *Mathematics/College-Ready* unit
Grade Level(s): 9
Prerequisite(s): None

Geometry with Statistics (GS) is the first required course in high school mathematics. It builds on the students' experience in the middle grades. GS is a prerequisite to Algebra 1. Students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within the discipline and see the applicability of mathematics to prepare more effectively for further studies in Algebra 1. Students build on and deepen prior understanding of transformations, congruence, similarity, and coordinate geometry concepts. Informal explorations of transformations provide a foundation for more formal considerations of congruence and similarity, including development of criteria for triangle congruence and similarity. An emphasis on reasoning throughout the content area promotes exploration, conjecture testing, and informal and formal justification. The course also focuses on statistics in analyzing data.

Algebra 1 (4114)

Credit: 1 *Mathematics/College-Ready* unit
Grade Level(s): 10
Prerequisite(s): Geometry with Statistics (4122)

Algebra 1 (A1) is designed for students who have completed Geometry with Statistics. This is the second required course before students choose the college or career pathway. A1 emphasizes functions: linear, absolute value, quadratic and exponential. Equations and expressions with linear and quadratic terms are also studied to learn how algebraic expressions model real-world situations. Statistical reasoning is studied to learn how data are represented and can be used to make predictions. **Students enrolled in this course will take a South Carolina End-of-Course Exam that will count for 20% of their final grade.**

Algebra 2 with Probability (4115)

Credit: 1 *Mathematics/College-Ready* unit
Grade Level(s): 11
Prerequisite(s): Geometry with Statistics (4122) AND Algebra 1 (4114)

Algebra 2 with Probability (A2P) is a course designed for students on the college pathway. A2P deepens understanding and intuition about a wide variety of functions: polynomial, rational, radical, exponential, and piecewise. The purpose of this course is to graphically investigate and compare functions, analyze rates of change, and determine solutions of "real world" problems at a higher conceptual level than can be achieved algebraically. Many of the instructional considerations recommend the use of a graphing calculator or a computer algebra system to enable students to visualize mathematics and increase their conceptual understanding. A2P also includes the study of complex numbers, matrices, and probability. A2P will concentrate on using small data sets. Students will continue the study of data, probability, and statistical reasoning units that began in Geometry with Statistics.

Pre-Calculus (4131)

Credit: 1 *Mathematics/College-Ready* unit
Grade Level(s): 12
Prerequisite(s): Geometry with Statistics (4122), Algebra 1 (4114), and Algebra 2 with Probability (4115)

Pre-Calculus (PC) serves as a study of piecewise, rational, radical, exponential, logarithmic, and trigonometric functions. PC students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Technological tools such as computer algebra systems and spreadsheets are standard instructional practices for addressing the standards.

Statistical Modeling (4120)

Credit: 1 *Mathematics/College-Ready* unit
Grade Level(s): 12
Prerequisite(s): Geometry with Statistics (4122), Algebra 1 (4114), and Algebra 2 with Probability (4115)

Statistical Modeling (SM) is designed to extend students' understanding of statistics. The SM course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, design and implement a plan to collect the appropriate data, select appropriate graphical and numerical methods for data analysis, and interpret their results to make connections with the initial question.

Discrete Mathematics (4142)

Credit: 1 *Mathematics/College-Ready* unit
Grade Level(s): 12
Prerequisite(s): Geometry with Statistics (4122), Algebra 1 (4114), and Algebra 2 with Probability (4115)

Discrete Mathematics (DM) includes the study of the principles of number theory, classification and comparison of objects, use of matrices to model and solve problems, use of a recursion model, analysis of numbers with different bases, data probability and statistical reasoning in real-world situations, use of graph theory, and the principles of logic theory. DM provides tools for understanding and using inference systems for drawing reasonable conclusions and algorithms for scaling computations and for managing large-scale data. Topics addressed in DM are applicable to real-world career fields such as the field of computer science and situations that include management sciences, statistics, voting and social choice, fairness and game theory, size and growth, and money and resources. Environmental and economic decisions dominate modern life, and behind these decisions are fundamental principles of science, technology, and mathematics.

CAREER-READY MATHEMATICS COURSES

Career-ready mathematics courses are intended for the student who does not plan to attend a four-year college. These courses are designed for students who plan to attend two-year colleges, join the military, or enter the workforce following graduation from high school. These classes are offered during alternating school years.

Reasoning in Mathematics (4118)

Credit: 1 *Mathematics/Career-Ready* unit
Grade Level(s): 11-12
Prerequisite(s): Geometry with Statistics (4122) AND Algebra 1 (4114)

Reasoning in Mathematics engages students in relevant problems that focus on how mathematics and statistics inform decision making. This course prepares students for post-secondary options with instruction that focuses on modeling real-world situations.

Applications and Modeling (4119)

Credit: 1 *Mathematics/Career-Ready* unit
Grade Level(s): 11-12
Prerequisite(s): Geometry with Statistics (4122) AND Algebra 1 (4114)

Applications and Modeling (AM) is a specialized mathematics course developed to expand on and reinforce the concepts introduced in Geometry with Statistics and Algebra 1 by using those concepts to represent and analyze data and make predictions and inform judgments about real-world phenomena. AM is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and career-based decision making.

SCIENCE

Students seeking a high school diploma are required to take three (3) units of science including Biology 1 (3221) or its equivalent and the Biology 1 end-of course exam.

Table: Science Course Sequence for Diploma Students

The courses listed in the table below in the College-Ready row satisfy the lab science requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College-Ready	Biology 1 (3221)	Environmental Science (3261)	Chemistry 1 (3231)	N/A
Career-Ready	Physical Science (3211)	Biology 1 (3221)	Environmental Science (3261)	N/A

Physical Science (3211)

Credit: 1 *Science* unit
Grade Level(s): 9
Prerequisite(s): None

Physical Science is an introductory science course that investigates the fundamentals of Chemistry and Physics. Using the Science and Engineering Practices, Physical Science students will demonstrate understanding of this foundational content while making connections through the Crosscutting Concepts. Key content in this course may include matter and its interactions, forces and interactions, energy, and waves.

Biology 1 (3221)

Credit: 1 *Lab Science/Biology* unit
Grade Level(s): 10
Prerequisite(s): None

Biology 1 is the gateway high school science course aligned to the South Carolina College- and Career-Ready Science Standards 2021. Using the Science and Engineering Practices, Biology 1 students will demonstrate understanding of foundational biology content while making connections through the Crosscutting Concepts. Key content in this course includes structures and processes of organisms, ecosystem interactions, inheritance and variation of traits, and biological evolution. **Students enrolled in this course will take a South Carolina End-of-Course Exam that will count for 20% of their final grade.**

Environmental Science (3261)

Credit: 1 *Lab Science* unit
Grade Level(s): 11
Prerequisite(s): Biology 1 (3211)

Environmental Science is an advanced science course aligned with the South Carolina College- and Career-Ready Science Standards 2021. Using the Science and Engineering Practices, students apply their understanding of biology and earth and space science content while making connections through the Crosscutting Concepts. The expectation is that through their Environmental Science coursework, students build upon their foundational knowledge developed in previous courses to deepen their understanding of the content.

Chemistry 1 (3231)

Credit: 1 *Lab Science* unit
Grade Level(s): 11-12
Prerequisite(s): Algebra 1 (4114)

Chemistry 1 is an introductory science course aligned with the South Carolina College- and Career-Ready Science Standards 2021. Using the Science and Engineering Practices, Chemistry 1 students demonstrate their understanding of foundational chemistry content while making connections through the Crosscutting Concepts. Key content in this course includes matter and its interactions, energy, and waves.

SOCIAL STUDIES

Students seeking a high school diploma are required to take three (3) units of social studies including U.S. Government (3330), Economics and Personal Finance (3308), and U.S. History and Constitution (3320) or their equivalents as well as the USHC end-of-course exam.

Table: Social Studies Course Sequence for Diploma Students

The courses listed in the table below in the College-Ready row satisfy the social studies requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College- & Career-Ready	Modern World History (3306)	• S1: U.S. Government (3330) • S2: Economics (3308)	U.S. History & Constitution (3320)	N/A

Modern World History (3306)

Credit: 1 *Social Studies* unit
Grade Level(s): 9
Prerequisite(s): None

This course is designed as a social studies elective and is aligned to the state-adopted College and Career Ready Standards for Social Studies. Modern World History students will learn about the emergence of the Modern World (1300-1500); the impact that commerce, innovation, and expansion had in shaping an increasingly interconnected world (1450-1815); the decline of absolutist monarchy across much of Europe, the rise of nationalism, and the spread of industrialization across the globe (1815-1918); how imperialism, increasing international competition, technological innovation, and warfare realigned global powers (1885-1950); and, the world from the outbreak of the second world war to the present day (1933-present). Students will engage with Modern World History through the lens of inquiry with an intent to create a citizen with a global, historically informed perspective.

U.S. Government (3330)

Credit: 0.5 *Social Studies/US Government* unit
Grade Level(s): 10
Prerequisite(s): 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. Students will learn about the historical and philosophical principles that led to the birth of American constitutional democracy and how those principles sustain democratic society in the United States today. Students will learn about the importance of federalism and how federalism is reflected in the structure and function of our government. Students will investigate how political values are formed, how government functions through individual participation and policy making, and how a strong democracy relies on an active and informed citizenry.

Economics and Personal Finance (3308)

Credit: 0.5 *Social Studies/Economics* unit
Grade Level(s): 10
Prerequisite(s): None

This course meets the state graduation requirements for economics and is aligned to the state-adopted College and Career Ready standards for social studies. Students will study how economics addresses the fundamental problem of scarcity through decision making based on the observed reality of limited resources in the real world. Using the skills of an economist, students will learn how rational decisions are made using marginal analysis, how economic decisions profoundly impact every aspect of life, and how all decisions are met with consequences. Traditionally, the field of economics is divided into two categories, macroeconomics and microeconmics. In the domain of microeconomics, students will survey the impacts that supply, demand, various market structures, and government policy have on market prices for goods, services, and wages. In the domain of macroeconomics students will survey trends in the economyat large, as well as the policies that are undertaken to promte the economic well being of a society. The study of economics and personal finance is intended to provide a basis for students to develop the skills necessary to thrive financially in the 21st centurey and participate in society as an active and informed decision maker.

U.S. History and Constitution (3320)

Credit: 1 *Social Studies/US History* unit
Grade Level(s): 11-12
Prerequisite(s): None

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 11. This course is organized around the themes of American Culture and Identity, Capitalism and Technological Innovation, Expansion, Regionalism, and Union, Founding Principles and Political Institutions, and Migration and Mobility. Students will use the skills of an historian to study the story of the United States from the founding of our Amercian Republic to the present era. **Students enrolled in the course will take a South Carolina End of Course exam that will count for 20% of their final grade.**

PHYSICAL EDUCATION

Students seeking a high school diploma or credential are required to take one (1) unit of physical education.

Physical Education 1 (3441)

Credit: 1 *PE/Health unit*
Grade Level(s): 9
Prerequisite(s): 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.

COMPUTER SCIENCE

Students seeking a high school diploma are required to take one (1) unit of computer science.

PLTW Computer Science Essentials (6372)

Credit: 1 *Computer Science* unit
Grade Level(s): 10
Prerequisite(s): None

Computer Science Essentials (CSE) will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

FINANCIAL LITERACY

Students seeking a high school diploma AND who entered grade 9 for the first time during the 2023-2024 school year or later are required to take one-half (0.5) unit of financial literacy.

Personal Finance (5141)

Credit: 0.5 *Financial Literacy* unit
Grade Level(s): 11
Prerequisite(s): None

The Personal Finance course fulfills the requirement for graduation credit for financial litercy. It is designed to help students develop skills to make informed financial decisions, manage financial resources, and plan for future financial success. Using experiential activities, students will 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. This course cannot be used as a part of a CTE completer program.

COURSE OFFERINGS FOR CREDENTIAL STUDENTS

Students seeking a high school credential are required to take four (4) units of English Language Arts and the English 2 end-of-course exam before the end of the student's 3rd year in high school or 11th grade whichever occurs first.

ENGLISH LANGUAGE ARTS

Table: English Language Arts Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Essentials of English I (3900)	Essentials of English II (3910)	Essentials of English III (3920)	Essentials of English IV (3930)

Essentials of English I (3900)

Credit: 1 *English/Credential* unit
Grade Level(s): 9
Prerequisite(s): None

Essentials of English I emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career- Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self- determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

Essentials of English II (3910)

Credit: 1 *English/Credential* unit
Grade Level(s): 10
Prerequisite(s): Essentials of English I (3900)

Essentials of English II emphasize English Language Arts literacy concepts that are aligned to the South Carolina College-and Career- Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self- determination skills necessary for daily living and the world of work. This course will focus on immersion of effective communication skills in both daily living and employment settings with the use of standard rules of convention and syntax to give and request information.

Essentials of English III (3920)

Credit: 1 *English/Credential* unit
Grade Level(s): 11
Prerequisite(s): Essentials of English II (3910)

ssentials of English III emphasize the English III course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on reading, written and oral expression of information required in a variety of daily living and employment settings.

Essentials of English IV (3930)

Credit: 1 *English/Credential* unit
Grade Level(s): 12
Prerequisite(s): Essentials of English III (3920)

Essentials of English IV emphasize English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on the integration of reading, written and oral expression through technology and research for daily living, employment, self-advocacy and social purposes.

MATHEMATICS

Students seeking a high school credential are required to take four (4) units of mathematics and the Algebra 1 end-of-course exam before the end of the student's 3rd year in high school or 11th grade whichever occurs first.

Table: Mathematics Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Essentials of Math I: Practical Geometry & Statistics (3901)	Essentials of Math II: Practical Algebra (3911)	Essentials of Math III: Practical Reasoning in Math (3921)	Essentials of Math IV: Practical Applications & Modeling (3931)

Essentials of Math I: Practical Geometry & Statistics (3901)

Credit: 1 *Mathematics/Credential* unit
Grade Level(s): 9
Prerequisite(s): None

Essentials of Math I emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically.

Essentials of Math II: Practical Algebra (3911)

Credit: 1 *Mathematics/Credential* unit
Grade Level(s): 10
Prerequisite(s): Essentials of Math I (3901)

Essential of Math II emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and patterns as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math III: Practical Reasoning in Math (3921)

Credit: 1 *Mathematics/Credential* unit
Grade Level(s): 11
Prerequisite(s): Essentials of Math II (3911)

Essentials of Math III emphasize the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and pattern as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math IV: Practical Applications & Modeling (3931)

Credit: 1 *Mathematics/Credential* unit
Grade Level(s): 12
Prerequisite(s): Essentials of Math III (3921)

Essentials of Math IV aligns with the CTE Course 5131, Personal Finance, and introduces students to the fundamentals of personal finance, which includes budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance.

SCIENCE

Students seeking a high school credential are required to take two (2) units of science and the Biology 1 end-of-course exam before the end of the student's 3rd year in high school or 11th grade whichever occurs first.

Table: Science Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Essentials of Science II: Physical Science (3912)	N/A	Essentials of Science I: Biology (3902)	N/A

Essentials of Science I: Biology (3902)

Credit: 1 *Science/Credential* unit
Grade Level(s): 9-11
Prerequisite(s): None

Essentials of Science 1: Biology emphasizes the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. Performance expectations allows the student to engage in inquiry such as, but not limited to: How

structures of organisms enable life functions, how matter and energy moves through ecosystems, determining generational characteristics, and exploring the evolution of species.

Essentials of Science II: Physical Science (3912)

Credit: 1 *Science/Credential* unit
Grade Level(s): 9-12
Prerequisite(s): None

Essentials of Science II emphasizes the Physical Science course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. Students engage in thinking and solving problems the way scientists and engineers do to help them better see how science is relevant to their lives. To capitalize on the natural curiosity all students have about the world around them, learning experiences are built around the three dimensions of science: Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs).

SOCIAL STUDIES

Students seeking a high school credential are required to take two (2) units of social studies.

Table: Social Studies Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	N/A	Essentials of Social Studies II: US Government (3913)	N/A	Essentials of Social Studies I: US History and Constitution (3903)

Essentials of Social Studies I: US History and Constitution (3903)

Credit: 1 *Social Studies/Credential* unit
Grade Level(s): 9-11
Prerequisite(s): None

Essentials of Social Studies I emphasizes the United States History and the Constitution course of study aligned to the South Carolina College- and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including world wars and American politics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment.

Essentials of Social Studies II: US Government (3913)

Credit: 1 *Social Studies/Credential* unit
Grade Level(s): 9-12
Prerequisite(s): None

Essentials of Social Studies II emphasize the governmental system of the United States. Students will learn how various powers are granted and distributed among branches and levels of government, and how checks and balances prevent one branch from overpowering the others. 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.

EMPLOYABILITY EDUCATION

Students seeking a high school credential are required to take four (4) units of Employability Education.

Table: Employability Education Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Employability Education I (3908)	Employability Education II (3918)	Employability Education III (3928)	Employability Education IV (3938)

Employability Education I (3908)

Credit: 1 *Employability Education* unit
Grade Level(s): 9
Prerequisite(s): None

The Employability Education I course is designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of the employability education courses.

Employability Education II (3918)

Credit: 1 *Employability Education* unit
Grade Level(s): 10
Prerequisite(s): Employability Education I (3908)

The Employability Education II course is designed to develop skills generic to all career majors: resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include school-based job shadowing and work-based learning activities. Job seeking skills also will be refined. Students may be involved in on- campus vocational training activities such as school-based enterprises, hands-on vocational training in career education courses and the operation of school-based enterprises. Additionally, the course will continue the focus on the development of self-determination skills as well as the career portfolio.

Employability Education III (3928)

Credit: 1 *Employability Education* unit
Grade Level(s): 11
Prerequisite(s): Employability Education II (3918)

he Employability Education III course is designed to continue the development and begin the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational

assessment and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

Employability Education IV (3938)

Credit: 1 *Employability Education* unit
Grade Level(s): 12
Prerequisite(s): Employability Education III (3928)

The Employability Education IV course gives students the opportunity to synthesize all the skills acquired in previous employability preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of work-based learning/training opportunities that are required for successful completion of the Employability Credential Course of Study. Students will complete the career portfolio that provides an educational and vocational record of their credential experience.

PHYSICAL EDUCATION

Students seeking a high school diploma or credential are required to take one (1) unit of physical education.

Physical Education 1 (3441)

Credit: 1 *PE/Health unit*
Grade Level(s): 9
Prerequisite(s): 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.

TECHNOLOGY

Students seeking a high school credential are required to take one (1) unit of technology.

Essentials of Technology (39M8)

Credit: 1 *Technology unit*
Grade Level(s): 9-12
Prerequisite(s): None

Essentials of Technology emphasizes the Computer Science course of study aligned to the South Carolina Computer Science High School Standards. This course of integrated content and process standards will enable students to develop world-class knowledge, skills, life, and career characteristics identified in the Profile of the South Carolina Graduate as a computer literate student.

ELECTIVE OFFERINGS FOR ALL STUDENTS

ACADEMIC SEMINAR

The Academic Seminar course is a GPA-weight-bearing elective credit course for graduation. It is designed to facilitate the delivery of specially designed instruction to high school students who have individualized education programs (IEPs) that are developed pursuant to the requirements of the Individuals with Disabilities Education Act (IDEA). The Academic Seminar course is flexible to allow for individualization based on the academic and functional needs of each student in the course. Students will receive instruction to improve specific skills in core academic subjects (e.g., English Language Arts/ELA and mathematics) and/or functional areas (transition, behavior, executive functioning) and will be assessed on their understanding and ability to apply the taught skills. The academic instruction will be aligned with high school English language arts (ELA) and mathematics standards adopted by the State Board of Education, and the functional instruction will be aligned with the competencies for transition, behavior, and executive functioning described below. It is not expected that during the course, students will receive instruction and be assessed on all high school ELA and math standards and all functional criteria. Rather, students will receive instruction and be assessed on academic and functional skills as identified in the students' IEPs, and the instruction provided will align with the academic standards and/or functional competencies applicable to the individual needs of each student.

Academic Seminar I for English (4919)

Credit: 1 *Elective* unit
Grade Level(s): 9-12
Prerequisite(s): Recommendation of the IEP team

This course provides students with instructional support for English Language Arts as determined by the IEP team. This can include but is not limited to the following:

- Scaffolding and support for specific English courses.
- Targeted interventions to address specific learning gaps in reading and writing.
- Explicit and systematic instruction in areas identified as foundational gaps in ELA knowledge.
- Instruction and progress monitoring for IEP goals that are classified as Reading and Written Expression.

This course is not grade level specific and may be repeated as needed. **This course can only be taken if the services are specifically listed on the IEP.**

Academic Seminar II for Mathematics (4929)

Credit: 1 *Elective* unit
Grade Level(s): 9-12
Prerequisite(s): Recommendation of the IEP team

This course provides students with instructional support for mathematics as determined by the IEP team. This can include but is not limited to the following:

- Scaffolding and support for specific mathematics courses.
- Targeted interventions to address specific learning gaps in mathematics.
- Explicit and systematic instruction in areas identified as foundational gaps in mathematics knowledge.
- Instruction and progress monitoring for IEP goals that are classified as mathematics.

This course is not grade level specific and may be repeated as needed. **This course can only be taken if the services are specifically listed on the IEP.**

Academic Seminar III for English and Mathematics (4939)

Credit: 1 *Elective* unit
Grade Level(s): 9-12
Prerequisite(s): Recommendation of the IEP team

This course provides students with instructional support for English Language Arts and mathematics as determined by the IEP team. This can include but is not limited to the following:

- Scaffolding and support for specific English and mathematics courses.
- Targeted interventions to address specific learning gaps in reading, writing, and mathematics.
- Explicit and systematic instruction in areas identified as foundational gaps in reading, writing, and mathematics knowledge.
- Instruction and progress monitoring for IEP goals that are classified as reading, written expression, and mathematics.

This course is not grade level specific and may be repeated as needed. **This course can only be taken if the services are specifically listed on the IEP.**

Academic Seminar IV for Braille (4949)

Credit: 1 *Elective* unit
Grade Level(s): 9-12
Prerequisite(s): Recommendation of the IEP team

This course provides students with Grade 1 and Grade 2 braille instruction and instructional support related to braille literacy as determined by the IEP team. This can include but is not limited to the following:

- Scaffolding and support for all courses where braille is used to complete assignments.
- Targeted interventions to address specific learning gaps in braille knowledge.
- Explicit and systematic instruction in areas identified as foundational gaps in braille knowledge.
- Instruction and progress monitoring for IEP goals that are classified as vision goals for braille instruction.

This course is not grade level specific and may be repeated as needed. **This course can only be taken if the services are specifically listed on the IEP.**

WORLD LANGUAGES

Students seeking a high school diploma are required to take one (1) unit of either a World Language or a Career & Technical Education course.

American Sign Language 1 (3681)

Credit: 1 *World Language unit*
Grade Level(s): 9
Prerequisite(s): None

This course introduces students to American Sign Language starting with fingerspelling, basic vocabulary, and the 5 parameters of ASL. Students practice visual comprehension of signs, simple sentences, and short narratives as well as basic conversational and expressive skills. Deaf history and Deaf cultural norms are also covered in this course.

American Sign Language 2 (3682)

Credit: 1 *World Language unit*
Grade Level(s): 10
Prerequisite(s): American Sign Language 1 (3681)

This course continues the study and practice of basic skills. Emphasis is placed on understanding and using connected sentences with appropriate ASL linguistics and grammar. Students are expected to exchange information on a variety of everyday topics using ASL exclusively. Deaf culture and history are covered in more depth in this course.

American Sign Language 3 (3683)

Credit: 1 *World Language unit*
Grade Level(s): 11
Prerequisite(s): American Sign Language 2 (3682)

This course is designed to increase the students' ability to comprehend, converse, and present in American Sign Language on a variety of topics beyond everyday life. Advanced instruction is provided for production, comprehension, vocabulary and grammar, and students are expected to understand and use paragraph length discourse with more complex linguistic structures consistently. Deaf Community traditions and practices such as storytelling and ASL Literature are studied and analyzed in this course.

American Sign Language 4 (3684)

Credit: 1 *World Language unit*
Grade Level(s): 12
Prerequisite(s): American Sign Language 3 (3683)

American Sign Language 4- Proficiency Target: Intermediate Mid. Pre-requisite: ASL 3 or Placement. This course prepares students to communicate authentically in American Sign Language by interpreting (viewing and comprehending) narratives and discourse of moderate length and complexity; participating in and maintaining conversations through questioning, elaboration, and clarification strategies; and presenting information, concepts, and ideas on a variety of topics to include other subject areas. It promotes students' understanding of the relationship among practices, perspectives, and cultures of d/Deaf people and communities.

French 1 & 2 or Spanish 1 & 2 – Available Online via VirtualSC

PHYSICAL EDUCATION

Physical Education 2 (3442)

Credit: 0.5 – 1 *Elective unit*
Grade Level(s): 10-12
Prerequisite(s): Physical Education 1 (3441)

This course can be taken over one semester or a full year. The 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. This course cannot be used for the PE graduation requirement.

DRIVER EDUCATION

SC Driver Permit Preparation (3799)

Credit: 0 *unit*
Grade Level(s): 11 – 12
Prerequisite(s) Must be 15 years old or older

This semester long course is designed to help prepare students to take and pass the driving knowledge test at the SCDMV in order to obtain a SC Beginner's Permit. This course is non-credit bearing.

Driver Education (3701)

Credit: 0.5 *unit*
Grade Level(s): 11 – 12
Prerequisite(s): South Carolina Beginner's Permit*

This semester long course is designed to help prepare students to take and pass the SC regular driver's license road test. The course includes a minimum of 30 classroom hours of instruction and six hours of behind-the-wheel driving experience. ***Students will not be allowed to enroll in this course unless they have earned a South Carolina Beginner's Permit prior to the first day of class.**

STEM

PLTW – Introduction to Engineering Design (6051)

Credit: 2 *CTE/STEM unit*
Grade Level(s): 10-12
Prerequisite(s): None

This course is designed to be scheduled over two consecutive class periods. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and document their work in an engineering notebook.

VISUAL AND PERFORMING ARTS

VISUAL ARTS

Creative Writing (3032)

Credit: 0.5 *Elective* unit
Grade Level(s): 10-12
Prerequisite(s): None

This course offers students an opportunity to improve writing skills through a variety of writing genres, including argumentative, informative, narrative, and poetry. Students will keep written journals, select mentor texts, and work with other students to complete group projects. Students will engage in a study of author's craft and conduct research associated with a particular type of writing. Students will be expected to write an editorial, article on a topic of interest, as well as a short story, play, or poem.

Art 1 (3501), Art 2 (3502), Art 3 (3503), Art 4 (3504)

Credit: 1 *Visual & Performing Arts unit* each
Grade Level(s): 9-12
Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

Art courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles following and breaking from traditional conventions. Courses may also include the study of major artists, art movements, and styles.

Art Appreciation 1 (3511)

Credit: 0.5 – 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Art Appreciation courses introduce 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.

Art: Drawing 1 (3521)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Drawing courses provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, and so on) in both black and white and color, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative drawing. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions.

Art: Painting 1 (3525)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Painting courses provide a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. These courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions.

Ceramics 1 (4561)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Ceramics/Pottery courses engage students in learning experiences that include the historical and cultural context of ceramics, aesthetic inquiry, and creative production. These courses provide knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes with an emphasis on creative design and craftsmanship. Courses may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel.

Photography 1 (4566)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Photography courses provide students with an understanding of photographic media, techniques, and processes. These courses focus on development of photographic compositions through manipulation of the fundamental processes of artistic expression. Students may learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers for the purpose of reflecting on and refining work.

PERFORMING ARTS

Chorus 1 (3541), Chorus 2 (3542), Chorus 3 (3543), Chorus 4 (3544)

Credit: 1 *Visual & Performing Arts unit* each
Grade Level(s): 9-12
Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

Chorus courses develop students' vocal skills within the context of a choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. Formal and informal performances may be included as part of chorus instructional programs.

General Music (3560)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

General Music courses involve music content that is not grade differentiated and may apply to a range of consecutive grades. General Music courses may introduce students to music history, theory, composition, and/or performance through traditional or contemporary genres.

Music Composition (3570)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Music Composition courses prepare students to express themselves through creating music. These courses may use conventional or unconventional notation and may include instrumental and vocal music. Along with musical instruments and vocals, technology may be used for creating, recording, and performing music. Students may also perform compositions formally or informally and respond to music created in the classroom.

World Music (4584)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

World Music courses involve music content that is not grade differentiated and may apply to a range of consecutive grades. World Music courses may introduce students to history, theory, composition, and/or performance through traditional or contemporary world music genres.

Music Technology (4585)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Music Technology courses focus on using digital and analog tools for recording, composition, notation, and sound manipulation, students will construct musical works, mix and transform music and other sounds, and synchronize music to films. Students will also discuss aspects of music business, including copyright, publishing, and dissemination.

Music Composition and Songwriting (4586)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Students enrolled in this course will study how to read music in either print or Braille and use appropriate tools for notating music. They will identify and construct scales, modes, and chords and identify formal structures. Students will learn how to apply theory to compositional and performance choices.

Theatre 1 (4521)

Credit: 1 *Visual & Performing Arts unit*
Grade Level(s): 9-12
Prerequisite(s): None

Theater courses help students experience and develop skill in one or more aspects of theatrical production. Introductory courses provide an overview of theatrical elements including acting, set design, stage management, directing, playwriting, and production. Advanced courses concentrate on extending and refining dramatic technique, expanding students' exposure to different types of theatrical styles, genres, and traditions, and increasing their participation in public productions. Formal and informal performances may be included as part of dance instructional programs. Specific course content should align with existing standards for visual and performing arts proficiency.

CAREER AND TECHNICAL EDUCATION (CTE)

Students seeking a high school diploma are required to take one (1) unit of either a World Language or a Career & Technical Education course.

AGRICULTURE

At SCSDB, we offer two Agriculture career cluster programs.

Plant and Animal Systems – Animal Science 011101	Horticulture 010601
• **Required:** Agricultural Science and Technology (5624) • **Required:** Small Animal Care (5612) • Animal Science (5603) • Agricultural Science & Technology Workplace (5620)	• **Required:** Agricultural Science and Technology (5624) • **Required:** Introduction to Horticulture (5650) • Agricultural Mechanics and Technology (5660) • Agricultural Science & Technology Workplace (5620)
Additional Courses by Program	
• Agricultural Mechanics and Technology (5660) • Animal Science for the Workplace 1 (5608) • Animal Science for the Workplace 2 (5609)	• Horticulture for the Workplace 1 (5652) • Horticulture for the Workplace 2 (5653)
Additional Coursework for Either Program	
• Agriculture Internship, Work-Based Credit (5690)	

The courses marked "Required" are needed for concentrator status. Completer status requires the four courses listed.

Animal Science (5603)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 11-12
Prerequisite(s): Agricultural Science and Technology (5624)

The Animal Science course provides an overview of the animal science industry, including information on the biological makeup of various species of agricultural livestock. It also provides students with beneficial information on animal behavior before they decide to embark on a career in Animal Science. Animal Science is recommended as a prerequisite for other courses in Animal Science. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of farm animals and farm animal products for economic, recreational, and therapeutic uses; 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.

Animal Science for the Workplace 1 (5608)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 12
Prerequisite(s): None

Animal Science for the Workplace 1 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 work-based learning transition experience; and participating in Future Farmers of America (FFA) activities.

Animal Science for the Workplace 2 (5609)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 12
Prerequisite(s): Animal Science for the Workplace 1 (5608)

The Animal Science for the Workplace 2 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 work-based learning transition experience.

Small Animal Care (5612)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 10-11
Prerequisite(s): Agricultural Science and Technology (5624)

The Small Animal Care course 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.

Agricultural Science & Technology for the Workplace (5620)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 11-12
Prerequisite(s): None

The Agricultural Science and Technology for the Workplace course teaches essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture 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 required to design and participate in a supervised agricultural experience.

Agricultural Science and Technology (5624)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 9-10
Prerequisite(s): None

The Agricultural Science and Technology course teaches essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture 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 required to design and participate in a supervised agricultural experience.

Introduction to Horticulture (5650)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 10-11
Prerequisite(s): None

The Introduction to Horticulture 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

Horticulture for the Workplace 1 (5652)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 12
Prerequisite(s): None

Horticulture for Workplace 1 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 (5653)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 12
Prerequisite(s): Horticulture for the Workplace 1 (5652)

Horticulture for the Workplace 2 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.

Agricultural Mechanics and Technology (5660)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 11-12
Prerequisite(s): None

The Agriculture Mechanics and Technology course 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.

Agriculture Internship, Work-Based Credit (5690)

Credit: 1 *CTE/Agriculture unit*
Grade Level(s): 11-12
Prerequisite(s): two (2) Agriculture course units within the same program of study

The Agriculture Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning

Implementation Guide must be followed in order to award one Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit for a three-unit completer pathway nor a fourth unit in a four-unit completer pathway. This course requires an outside job placement with a WBL Contract signed by Student, Parent, and Employer that the student will receive 120 WBL hours and 3 evaluations of the training plan from the Employer.

CONSTRUCTION

At SCSDB, we offer one Construction career cluster program.

Carpentry 460201	Related Courses
• **Required:** Carpentry 1 (6091) • **Required:** Carpentry 2 (6092) • Carpentry 3 (6093) • Carpentry 4 (6094)	• Architecture & Construction Internship, work-based-credit (6690)

The courses marked "Required" are needed for concentrator status. Completer status requires the four courses listed.

Carpentry 1 (6091), Carpentry 2 (6092), Carpentry 3 (6093), Carpentry 4 (6094)

Credit: 1 *CTE/Construction unit* each
Grade Level(s): 9-12
Prerequisite(s): Courses MUST be taught sequentially and CANNOT be offered in any other order.

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting doorjambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinetwork. Carpentry courses may also include career exploration, good work habits, and employability skills.

Construction Internship, work-based-credit (6690)

Credit: 1 *CTE/Construction unit*
Grade Level(s): 11-12
Prerequisite(s): two (2) Construction course units within the same program of study (example: Carpentry 1 and 2)

The Construction Internship is a structured work-based credit-bearing course. Each work-based learning (credit bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed to award one Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit for a three-unit completer pathway nor a fourth unit in a four-unit completer pathway. This course requires an outside job placement with a WBL Contract signed by Student, Parent, and Employer that the student will receive 120 WBL hours and 3 evaluations of the training plan from the Employer.

ARTS, ENTERTAINMENT, AND DESIGN

At SCSDB, we offer one Arts, Entertainment, and Design career cluster program.

Digital Art and Design 500402	Related Courses
• **Required:** Digital Art and Design 1 (6120) • **Required:** Digital Art and Design 2 (6121) • Digital Art and Design 3 (6122) • Digital Art and Design 4 (6123)	• Yearbook Production (3769) • Arts, A/V Technology & Communication Internship, work-based-credit (5290)

The courses marked "Required" are needed for concentrator status. Completer status requires the four courses listed.

Digital Art and Design 1 (6120), Digital Art and Design 2 (6121), Digital Art and Design 3 (6122), Digital Art and Design 4 (6123)

Credit: 1 *CTE/Art, Entertainment, and Design unit* each
Grade Level(s): 9-12
Prerequisite(s): Courses MUST be taught sequentially and CANNOT be offered in any other order.

The ever changing and global technological advancements offer newer and broader opportunities in the creative industry. Each Digital Art and Design course prepares students for a multitude of careers in the graphic design field. This program provides instruction in layout, computer design, electronic art, color enhancement, and digital photography. Students use design concepts, principles, and processes that meet client expectations using Adobe Creative Suite Software: Photoshop, Illustrator, and InDesign. Students will have the opportunity to attain Adobe Certified Associate certification. Career development and employability skills are the foundation of all career and technical education. Students will compile their works for inclusion in a portfolio, for use in this program of study, the workforce, or postsecondary education.

Arts, Entertainment & Design Internship, Work-Based Credit (5290)

Credit: 1 *CTE/Arts, Entertainment & Design unit*
Grade Level(s): 11-12
Prerequisite(s): two (2) Arts, Entertainment & Design course units within the same program of study (example: Digital Arts 1 and 2)

Arts, Audio-Video Technology and Communications Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed in order to award one Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit for a three-unit completer pathway nor a fourth unit in a four-unit completer pathway. This course requires an outside job placement with a WBL Contract signed by Student, Parent, and Employer that the student will receive 120 WBL hours and 3 evaluations of the training plan from the Employer.

Yearbook Production (3769)

Credit: 1 *Elective unit*
Grade Level(s): 9-12
Prerequisite(s): None

Yearbook Production is a course which allows students to learn the basics of descriptive writing, digital layout and design, photography, and the publication process.

EDUCATION

At SCSDB, we offer two Education career cluster programs.

Early Childhood Education 131210	Family and Consumer Sciences 190101
• **Required:** Early Childhood Education 1 (5700) • **Required:** Early Childhood Education 2 (5701) **Select Two (or more):** ○ Introduction to Early Childhood Education (5702) ○ Child Development 1 (5800) ○ Child Development 2 (5801) ○ Foods and Nutrition 1 (5824) ○ Foods and Nutrition 2 (5825) ○ Family & Consumer Science 1 (5808) ○ Family & Consumer Science 2 (5809)	• **Required:** Family & Consumer Science 1 (5808) • **Required:** Family & Consumer Science 2 (5809) **Select One (or more):** ○ Foods and Nutrition 1 (5824) ○ Foods and Nutrition 2 (5825) ○ Child Development 1 (5800) ○ Child Development 2 (5801)
Additional Coursework for Either Program	
• Education & Training Internship, work-based-credit (6390)	

The courses marked "Required" are needed for concentrator status. Completer status requires the two courses marked "Required" AND at least one or two more courses listed under "Select Two" or "Select One."

Introduction to Early Childhood Education (5702)

Credit: 1 CTE/*Education unit*
Grade Level(s): 9-10
Prerequisite(s): None

Introduction to Early Childhood Education is designed as an introduction of skills required for a career in the care, education, and administration of programs for young children. Students will develop skills in areas including career paths, developmentally appropriate practices, safe and healthy learning environments, and collaborative relationships. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters.

Early Childhood Education 1 (5700)

Credit: 1 CTE/*Education unit*
Grade Level(s): 10-11
Prerequisite(s): None

Early Childhood Education 1 is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships.

Early Childhood Education 2 (5701)

Credit: 1 CTE/*Education unit*
Grade Level(s): 11-12
Prerequisite(s): Early Childhood Education 1 (5700)

Early Childhood Education 2 is an advanced course focusing on the competencies needed to plan, guide, and care for young children in a safe, healthy, and developmentally appropriate environment. Students can acquire certification in pediatric safety, cardiopulmonary resuscitation (CPR), and first aid. Students interact with professionals in the field and participate in various work-based learning

activities. Student laboratory/field experiences may be school based or in the community and include job shadowing and internships.

Child Development 1 (5800)

Credit: 1 CTE/*Education unit*
Grade Level(s): 9-10
Prerequisite(s): None

Child Development 1 focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child's development from conception through childhood are explored. Opportunities for service and project-based learning are incorporated throughout the course.

Child Development 2 (5801)

Credit: 1 CTE/*Education unit*
Grade Level(s): 10-11
Prerequisite(s): Child Development 1 (5800)

Child Development 2 is a specialized course that provides students with knowledge and skills related to children's growth and development. Students are equipped to develop positive relationships with children and effective caregiving skills. Emphasis is on promoting the well-being and healthy development of children and strengthening families in a diverse society. Opportunities to investigate careers related to the care and education of children are provided. Observations, job shadowing, and service-learning experiences are encouraged. This course builds on skills and information introduced in Child Development 1. Skills acquired in Child Development 1 and 2 provide a foundation for further studies and employability in Childcare and Early Childhood Education. Critical thinking and practical problem solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, and communications.

Family & Consumer Science 1 (5808)

Credit: 1 *CTE/Education unit*
Grade Level(s): 9-10
Prerequisite(s): None

Family and Consumer Sciences 1 is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project based instruction provides students with opportunities to utilize higher order thinking, communication, and leadership skills impacting families and communities. Concepts incorporate interpersonal relationships, career, community, and family connections, family, nutrition and wellness, consumer and family resources, fashion and apparel, food production and service, parenting, and housing into a rigorous and relevant curriculum.

Family & Consumer Science 2 (5809)

Credit: 1 *CTE/Education unit*
Grade Level(s): 10-11
Prerequisite(s): Family & Consumer Science 1 (5808)

Family and Consumer Sciences 2 is a comprehensive course designed to build upon concepts learned in Family and Consumer Sciences 1. Units covered in this course are career, community, and family connections; consumer services; education and early childhood facilities management and maintenance; family and community services, food production and services, food science, dietetics,

and nutrition; hospitality, tourism, and recreation; interpersonal relationships; interiors and furnishings; and textiles. Students will explore career pathways in Family and Consumer Sciences.

Foods and Nutrition 1 (5824)

Credit: 1 *CTE/Education unit*
Grade Level(s): 10-11
Prerequisite(s): None

Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® Food Handlers certification provides increased marketability for students seeking employment.

Foods and Nutrition 2 (5825)

Credit: 1 *CTE/Education unit*
Grade Level(s): 11-12
Prerequisite(s): Foods and Nutrition 1 (5824)

Students enrolled in Foods and Nutrition 2 will experience an advanced program designed to provide a more in-depth knowledge of USDA guidelines, government involvement in food regulations, factors that affect consumer purchases and exploration of 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® Food Handlers and Pre-Assessment and Certification (PrePAC) Nutrition Food and Wellness certifications provide increased marketability. Skills acquired in Foods and Nutrition 2 provide a foundation for further studies and employability in nutrition and food service.

Family and Consumer Sciences Internship, work-based-credit (5890)

Credit: 1 *CTE/Education unit*
Grade Level(s): 11-12
Prerequisite(s): two (2) Family and Consumer Sciences course units within the same program of study (example: Family & Consumer Science 1 & 2)

Family and Consumer Sciences Internship is a structured work-based credit-bearing course. Each work-based learning (credit bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed to award one Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit for a three-unit completer pathway nor a fourth unit in a four-unit completer pathway. This course requires an outside job placement with a WBL Contract signed by Student, Parent, and Employer that the student will receive 120 WBL hours and 3 evaluations of the training plan from the Employer.

Education Internship, work-based-credit (6390)

Credit: 1 CTE/*Education unit*
Grade Level(s): 11-12
Prerequisite(s): two (2) Education course units within the same program of study (example: Early Childhood Education 1 & 2)

The Education Internship is a structured work-based credit-bearing course. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed in order to award one Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit for a three-unit completer pathway nor a fourth unit in a four-unit completer pathway. This course requires an outside job placement with a WBL Contract signed by Student, Parent, and Employer that the student will receive 120 WBL hours and 3 evaluations of the training plan from the Employer.

SUPPLY CHAIN AND TRANSPORTATION

At SCSDB, we offer one Supply Chain and Transportation career cluster program.

Power Equipment Technology 470606	Related Courses
• **Required:** Power Equipment Technology 1 (6300) • **Required:** Power Equipment Technology 2 (6301) • Power Equipment Technology 3 (6302) • Power Equipment Technology 4 (6303)	• Introduction to Transportation, Distribution & Logistics Services (6015) • Supply Chain and Transportation Internship, work-based-credit (6790)

The courses marked "Required" must be completed to earn concentrator status. Completer status requires the four courses listed.

Introduction to Transportation, Distribution & Logistics Services (6015)

Credit: 1 *CTE/Transportation, Distribution, and Logistics unit*
Grade Level(s): 9
Prerequisite(s): None

Introduction to Transportation, Distribution, and Logistics is a foundation course that covers a broad industry sector responsible for managing the flow of goods, information, and people between a point of origin and a point of consumption to meet the requirements of consumers. Major sub-sectors within the industry include air, rail, water, truck transportation, urban transit and ground passenger transportation, warehousing and storage, and motor vehicle repair. Logistics involves the integration of these sub sectors, including information, transportation, and inventory, warehousing, material-handling, and packaging.

Power Equipment Technology 1 (6300), Power Equipment Technology 2 (6301), Power Equipment Technology 3 (6302), Power Equipment Technology 4 (6303)

Credit: 1 *CTE/Transportation, Distribution, and Logistics unit* each
Grade Level(s): 9-12
Prerequisite(s): Courses MUST be taught sequentially and CANNOT be offered in any other order.

This program is designed to prepare students to perform entry-level maintenance and repair tasks under the supervision of an experienced technician. Students receive training on small internal combustion engines used on portable equipment such as lawn mowers, chain saws, rotary tillers, motorcycles, pumps, compressors, and small boats. The training includes locating and solving problems, using specialized test equipment, overhauling the basic engine, and repairing or replacing engine systems.

Supply Chain & Transportation Internship, Work-Based Credit (6790)

Credit: 1 *CTE/Transportation, Distribution, and Logistics unit*
Grade Level(s): 12
Prerequisite(s): two (2) Supply Chain & Transportation course units within the same program of study (example: Power Equipment Technology 1 and 2)

The Supply Chain & Transportation Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed to award one Carnegie unit of credit upon successful completion of the course. This course requires an outside job placement with a WBL Contract signed by Student, Parent, and Employer that the student will receive 120 WBL hours and 3 evaluations of the training plan from the Employer.

CAREER READINESS

Career Exploratory (57S0)

Credit: 1 *elective unit*
Grade Level(s): 9-10
Prerequisite(s): None

The Career Exploratory course is designed to provide high schools students with the opportunity to explore coursework in different careers and will help them determine employment options that fit their career and skill interests. Students will have an opportunity to explore job tasks and career opportunities in several different clusters while identifying pathways from high school to post-secondary education and the workplace.

Workplace Skills 1 (389911CW)

Credit: 1 *elective unit*
Grade Level(s): 10-11
Prerequisite(s): None

Students will work on foundational employability skills, including:

- Interpersonal communication and emotional intelligence
- Time management and reliability
- Critical thinking and problem solving
- Writing and organization
- Collaboration and team work
- Resilience and initiative

In this course, career development work will include career exploration, resume writing, cover letter development, and mock interviews. Students will be provided opportunities to mentor, shadow and complete internships on and off campus.

Workplace Skills 2 (389913CW)

Credit: 1 *elective unit*
Grade Level(s): 11-12
Prerequisite(s): Workplace Skills 1 (389911CW)

Students will continue to develop foundational skills with the addition of the following:

- Conflict resolution
- Adaptability
- Creativity
- Decision-making
- Team work

In this course, career development will continue to work on searching for jobs, resume writing, solidifying a cover letter and mock interviews. Students will have mentoring, shadowing, and internship experiences.

Workplace Skills 3 (389915CW)

Credit: 1 *elective unit*
Grade Level(s): 11-12
Prerequisite(s): Workplace Skills 2 (389913CW)

In this course, students will hone the employability skills they have previously learned, with an expanded focus on leadership and personal development skills. Career development will focus on finding a job, writing a resume and cover letter to fit the position, and preparing for an interview.

Workplace Skills 4 (389917CW)

Credit: 1 *elective unit*
Grade Level(s): 11-12
Prerequisite(s): Workplace Skills 3 (389915CW)

In this course, students will use this time to complete research, obtain, and complete a 40-hour internship preparing them to be career-ready according to the South Carolina Department of Education's Profile of a South Carolina Graduate.

Workforce Readiness (389919CH)

Credit: 0.5 *elective unit*
Grade Level(s): 11
Prerequisite(s): None

In this course, students will work on the Microburst Employability Certification and prepare for the WIN Career Readiness Assessment.

- Resume Building
- Interviewing Skills
- Cover Letters
- Thank You Notes