Chapin High School
300 Columbia Avenue, Chapin, SC 29036
803-575-5400
Michael Ames, Principal
Bonnie Moskos, Assistant Principal of Instruction
Teresa Farell, Guidance Director (575-5432)

Dutch Fork High School
1400 Old Tamah Road, Irmo, SC 29063
803-476-3300
Dr. Gerald Gary, Principal
Susan Elvis, Assistant Principal of Instruction
Donna Huger, Guidance Director (476-3342)

Irmo High School
6671 St. Andrews Road, Columbia, SC 29212
803-476-3000
Dr. Robin Hardy, Principal
Dr. Kaaren Hampton, Assistant Principal of Instruction
Dorothya Nero, Guidance Director (476-3034)

Spring Hill High School
11629 Broad River Road, Chapin, SC 29036
803-476-8700
Dr. Michael Lofton, Principal
Dr. Jina Blount, Assistant Principal of Instruction
Karen Fallaw, Guidance Director (476-8705)

Academy for Success
11629 Broad River Road, Chapin, SC 29036
803-575-5300
Dr. Terrance Alridge, Principal
Juanita Caldwell, Guidance Counselor (575-5312)

Center for Advanced Technical Studies
916 Mount Vernon Church Road, Chapin, SC 29036
803-476-8600
Dr. Al Gates, Director
Will McGinty, Assistant Director
Becky Carter, Career Coordinator (476-8604)
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General Registration Information
For Parents and Students

This District Course Catalog has been prepared for students, parents, teachers, and school counseling staff. Please review this information carefully. Students will receive advisement from counseling staff and teachers to help them make appropriate course selections after academic recommendations have been made. It is important that each student take seriously the selection of courses for the next school year. In addition to providing required courses, each school attempts to offer elective courses that meet a variety of student interests and needs. However, student interests (requests for courses), the availability of a properly certified teacher, and budget constraints determine which elective courses will be taught.

All programs and courses offered in District Five are available to students without discrimination based on race, color, national origin, sex, religion, age, or disability. Students are encouraged to choose a course of study based on their individual goals and abilities.

I. Course Load

A. Students are expected to be in school four blocks daily. All students in grades 9, 10, and 11 are expected to be enrolled in at least seven credit bearing courses. Seniors are expected to be enrolled in at least six credit bearing courses. Students may graduate early when all graduation requirements are completed.
B. Students are encouraged to choose a balance of core academic and elective courses. To ensure college and career readiness, all 9th and 10th, and 11th grade students are required to enroll in all four core content areas.
C. Students who are considering graduating early must complete an early graduation plan with their counselor prior to their early graduation and must receive approval by the principal.

II. Registration for Courses

A. During the registration process, students are afforded an opportunity to
   • participate in individual advisement with a counselor or teacher,
   • review course offerings in the on-line district course catalog, and
   • sign a waiver if a student and his/her parents disagree with the school's recommended course(s).
B. Based upon projected class enrollment, the school and school district make plans for the very best educational program possible, including decisions regarding teacher assignments, teaching positions, budget, room assignments, and services to students. Therefore, please give thoughtful consideration to course selections.
C. Since the registration process is comprehensive and affords many opportunities for communication, schools have adopted procedures regarding schedule changes.
General Registration Procedures

1. No course change requests will be accepted after June 15th except for the following situations:
   a. When credit has been earned during summer school
      - Counselors will make schedule corrections as soon as summer school grades are completed or when a copy of the final summer school report card is provided. Counselors should make these changes before the start of the first day of school.
   b. When a prerequisite course is failed
      - Counselors will make schedule changes as soon as end-of-year or summer school grades are complete. Efforts will be made to schedule changes within the same block; however, to accommodate the new schedule, changes in more than one block may occur.
      - Students who fail a first semester course that is required or is a prerequisite for a second semester course may request a schedule change as soon as they know credit will not be awarded in the course. Seniors will have priority on such schedule changes. Changes for other students will be on a space available basis.
   c. When there is a computer/clerical error
      - Corrections will be made as soon as school counseling staff, parents, students, or teachers discover errors. Efforts will be made to schedule changes within the same block; however, to accommodate the new schedule, changes in more than one block may occur.

2. A request for teacher change will not be granted unless the student has previously failed a course with a scheduled teacher and then only if space permits (see 3 b).

3. Course change requests prior to June 15 will be considered according to the following conditions:
   a. the change is requested in writing
   b. the proposed change will not result in a class having over the maximum of 25 students
   c. the proposed change is not in conflict with the master schedule
   d. the proposed change will not result in any 9th, 10th, or 11th grade student, excluding a senior, having more than one study hall per semester
   e. the proposed change will not result in any senior having more than two study halls per semester

4. Dropping Courses
   a. Students may not drop a required course.
   b. With the first day of enrollment as the baseline, students who withdraw from a course within five school days in a 90-day course, or 10 school days in a 180-day course will do so without penalty. School days are defined as a combination of “A” and “B” days, not “A” or “B” days.
   c. Students who withdraw from a course after the specified time of five school days in a 90-day course or 10 school days in a 180-day course shall be assigned an WF (50), which will be calculated in the student’s overall grade point ratio as a 0.00.
   d. Requests for changes in a course level will be at the discretion of the Principal. Requests will be considered provided that the proposed change will not result in a class having over the maximum of 25 students and the proposed change is not in conflict with the master schedule.
   e. Second semester course changes should be submitted by December 1 to the appropriate school counselor.

5. Adding New Courses
   a. A student may not enroll in a semester course after the third class meeting of the course.
   b. A student may not enroll in a year long course after the fifth class meeting of the course.
## Graduation and Promotion Requirement Guidelines

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- The one unit Social Studies elective (1.0) may be met by the following:
- The one unit computer science (1.0) requirement may be met by successfully completing one unit from any of the SC. Department of Education approved list of computer science courses.

### District Five Extended Studies Diploma

To be eligible to receive a School District Five Extended Studies Diploma, a student must earn 28 units of credit and perform 10 hours of community service work each year. Students are responsible for **annually verifying community service**. Verification forms are available in the Counseling Office and should be submitted annually to the appropriate counselor by May 1st during the 9th, 10th, 11th grade years, and by February 1st during the senior year. Competitive colleges look for students who have gone above and beyond the minimum requirements. While an Extended Studies Diploma is a local award and does not guarantee college admission, the higher level courses and the extent of commitment required will certainly enhance a student’s profile when applying to college.

### Units Required

- English Language Arts: 4.0 units
- Mathematics: 4.0 units
- Science: 3.0 units
- U.S. History and Constitution: 1.0 unit
- Economics: 0.5 unit
- U.S. Government: 0.5 unit
- Other Social Studies: 1.0 unit
- Physical Education, Band with Physical Education, or Junior ROTC: 1.0 unit
- Computer Science: 1.0 unit
- World Language or Career and Technical Education: 1.0 unit
- Electives: 6.0 units

### Credits Required

- TO TENTH GRADE: 5 credits
  - English 1 (1 unit)
  - Math (1 unit)
  - Additional Credits (3 units)
- TO ELEVENTH GRADE: 11 credits
  - English 1 and 2 (2 units)
  - Math (2 units)
  - Science (1 unit)
  - Additional Credits (6 units)
- TO TWELFTH GRADE: 17 credits
  - English 1, 2 and 3 (3 units)
  - Math (3 units)
  - Science (2 units)
  - Additional Credits (9 units)
End-of-Course Examination Program
The EAA requires end-of-course examinations in gateway or benchmark courses. The program is called End-of-Course Examination Program (EOCEP).

The examinations, which count **20 percent of the students’ final grades** in each gateway or benchmark course, currently include Algebra 1 or Intermediate Algebra, English 1, U.S. History and the Constitution, and Biology.*

All public middle school, high school, alternative school, adult education, and home school students who are enrolled in courses in which the academic standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests.

*For more information on EOCEP, visit your counseling office or [http://ed.sc.gov/agency/AC/assessment/End-of-CourseExaminationProgramEOCEP.html](http://ed.sc.gov/agency/AC/assessment/End-of-CourseExaminationProgramEOCEP.html).

College Preliminary and Entrance Tests
The South Carolina State Legislature and District Five have made it possible for all 10th grade students to take the **PSAT** (SAT’s preliminary test). This test serves as a practice opportunity before taking the actual SAT for college admission consideration. Research shows that student test scores tend to be higher if students have taken the standardized test more than one time. Scores on the PSAT also offer parents and students insight into career possibilities as well as additional information for making course selections in the 11th and 12th grades. **Students in the 11th grade should take the PSAT to be eligible for consideration in the National Merit Scholarship Program.** National Merit Scholarship Program semifinalists are selected on the basis of score results from the PSAT taken during the fall of the junior year. The semifinalists are notified during the first semester of their senior year and have the opportunity to apply to become finalists. Finalist status may bring scholarship offers.

In order to attend most four-year colleges, a student must take either the **ACT** or **SAT**. Either test is acceptable at most colleges. Check with a counselor regarding any college admissions concerns. Students are encouraged to take steps to prepare for taking these tests.

- Take the necessary courses prior to testing. Students should complete Algebra 1, Algebra 2, and Geometry before taking the SAT.
- Take the preliminary test (PSAT for SAT).
- Take the test prep class as an elective.
- Attend one or more of the test prep workshops provided.
- Discuss the appropriate test for you with a counselor.

For additional information on PSAT and SAT, visit your counseling office or [http://www.collegeboard.org](http://www.collegeboard.org).

For additional information on ACT, visit your counseling office or [http://www.act.org](http://www.act.org).

NCAA Eligibility Considerations
The National Collegiate Athletic Association (NCAA) has policies regarding athletic eligibility for Division I and Division II schools. The CORE GPA/Test Score Indices are available online. See the following Websites for more information: [http://www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [http://www.ncaa.org](http://www.ncaa.org).
Special Programs

**Gifted Education** services are provided for gifted and talented students in grades nine through twelve who meet the requirements of the selected program. Gifted students may participate in honors classes and/or Advanced Placement courses such as English, art, music, statistics, foreign languages, chemistry and calculus. Programs for gifted learners include Science, Technology, Engineering and Math (STEM) at Dutch Fork High School, International Baccalaureate (IB) at Irmo High School, and Academic Leadership Academy (ALA) at Chapin High School. Students may also participate in a variety of other academic activities such as Mock Trial, Model UN, Science Team, District Orchestra, Region Band, and All State Chorus. These opportunities vary at each high school.

**Dual Credit**

According to Policy IKA-R, dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her principal or his/her designee to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions. Dual credit courses are not to exceed four per year. Courses must be taken during the regular school day (8:00 a.m. – 3:30 p.m.) during the academic year (August – May). Tuition and other costs are the responsibility of the individual student or his/her parent/legal guardian. Dual credit courses will be counted in the term the course is completed.

College remediation and orientation classes for dual credit will be weighted as CP. All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state’s regulations will be applied to the student’s transcript. The district will not change the weight of a dual credit course to match South Carolina’s process.

**Special Education** Eligibility for special education services is determined by a multidisciplinary evaluation team in compliance with evaluation/eligibility requirements set forth by the South Carolina Department of Education (SCDE). School District Five of Lexington and Richland Counties offers various models for special education services including itinerant, resource, self-contained, consultation, indirect, and direct services based on each student’s specific need. An Individual Education Plan (IEP) team determines whether a student will work toward a diploma, state certificate, or district special education certificate.

**Distance, Online and Virtual Education** provides technology-delivered courses as an alternative means of instruction for students. The district will utilize technology-delivered courses as part of its education program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online or virtual learning courses operated through the district’s program and/or the state-run South Carolina Virtual School Program. Students in grades 9 through 12 may earn a maximum of 12 units of academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board. All courses require prior approval from the Principals, please refer to Board Policy UNDAA.

A student may earn credit for a distance, online or virtual learning course under the following circumstances:

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student’s parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.
- The student must be enrolled in a school in the district and, if applicable, will take the course during the regular school day at the school site. The school must receive an official record of the final grade before awarding credit toward graduation.

**Application for courses**

Students applying for permission to take a technology-delivered course must do the following.

- Submit parent approval to the Principal or his/her designee.
- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations and signed student agreements.
- Adhere to attendance requirements of the district.

**Graduation Exercises**

*To participate in District Five graduation exercises, a student must meet all state requirements for graduation.*

As a junior planning to graduate with the current senior class at the end of the regular school year or at the end of summer school, a student must:

1. meet with a counselor and complete a graduation contract
2. review, with a counselor, the credits earned and steps required to fulfill graduation requirements
3. receive written approval from the principal

Juniors planning to graduate at the end of the current academic year or at the end of summer school will NOT be transferred into a senior homeroom after school begins. Therefore, a junior planning to graduate early must consult with the senior class sponsor for any graduation information. Furthermore, juniors will not exempt final examinations or have early dismissal, except in hardship cases approved by the school principal.

**Honor Graduates and Distinguished Honor Graduates**

A senior student will be considered a high school honor graduate if he/she ranks in the top fifteen percent of the class or earns a 4.0 cumulative GPA or above as defined in the uniform grading policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the 10th, 11th and 12th grades. Distinguished honor graduates will be defined as the top five percent of the senior class as determined by the cumulative GPA.

**Speakers**

The speakers for the commencement exercises will be selected from the top five percent of the senior class by a committee of distinguished honor graduates and teachers at each school in accordance with District Five Board Policy.
Minimum Four-Year College Preparatory Course
Prerequisite Requirements
For Colleges and Universities in South Carolina

FOUR UNITS OF ENGLISH:
Completion of College Preparatory English 1, 2, 3 and 4 will meet this criterion.

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

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

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

TWO UNITS OF THE SAME WORLD LANGUAGE:
Most colleges require three units. Refer to the admission requirements of the college or university of your choice for the number of world language units needed.

ONE UNIT OF PHYSICAL EDUCATION, BAND WITH PHYSICAL EDUCATION, OR JROTC

ONE UNIT OF VISUAL AND/OR PERFORMING ARTS

ONE UNIT OF ELECTIVES: For students graduating prior to 2019
One unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; visual and performing arts; world languages; social science; humanities; laboratory science (excluding Earth Science, general physical science, general environmental science, or other introductory science courses for which Biology and/or Chemistry is not a prerequisite); or mathematics above the level of Algebra 2.

TWO UNITS OF ELECTIVES: Beginning with the graduating class of 2019
Two units must be taken as electives. A college preparatory course in Computer Science (i.e. one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which Biology, Chemistry, Physics, or Earth Science is a prerequisite).
Minimum Requirements for Admission to South Carolina Technical Colleges

- Applicants must possess a high school diploma or its equivalent or must be 18 years old to be considered for admission into curriculum programs and courses offered by the college.

- Technical Colleges use placement examinations to help students identify what level of courses will best fit into their educational plans. Testing is available on a walk-in basis at all technical colleges.

- Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school’s master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian. As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate in arts or associate in science degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school’s curriculum.

- Additional information is available online at http://www.sctechsystem.com/.

Parents and students should contact the admissions office of the college or university the student wishes to attend concerning course requirements for admissions.
General Eligibility Criteria
Scholarships & Grants

To be eligible for South Carolina Scholarships and Grants students:

- Must be a South Carolina resident
- Must be a U.S. citizen or legal permanent resident
- Must be enrolled as a degree-seeking student at an eligible South Carolina public or independent institution
- Must not owe a refund or repayment on any State or Federal financial aid and not be in default on a Federal student loan
- Must not have been convicted of any felonies and not have been convicted of any second or subsequent alcohol/drug-related misdemeanor offenses within the past academic year

NOTE: All eligibility requirements are based on information available at the time of printing. If State requirements are revised, changes will be made on the online version of this document until new catalogs are printed.

Palmetto Fellows Scholarship

The South Carolina General Assembly established a Palmetto Fellows Scholarship Program in 1988 to retain academically talented high school graduates in the state through awards based on merit. Eligible full-time students may receive up to $6,700 each academic year toward the cost of attendance at an eligible four-year institution in South Carolina for a maximum of eight terms. Amounts may vary based on legislative funding.

For current information see: http://www.che.sc.gov.

Initial Eligibility Requirements (Early Awards)
Applications for early awards must be submitted to the Commission on Higher Education for the Palmetto Fellows Scholarship by the date established in December each academic year. High school seniors may apply if they meet one of the two following academic requirements:

- score at least 1200 on the SAT or 27 on the ACT by the November test administration, earn a minimum 3.50 cumulative GPA using the SC Uniform Grading Policy (UGP) at the end of the junior year, and rank in the top six percent of the class at the end of either sophomore or the junior year
- score at least 1400 on the SAT or 32 on the ACT by the November test administration and earn a minimum 4.00 cumulative GPA using the SC Uniform Grading Policy (UGP) at the end of the junior year

Students cannot use these criteria to meet the final award criteria.

Final Awards
Applications for final awards must be submitted to the Commission on Higher Education for the Palmetto Fellows Scholarship by the date established in June each academic year. High school seniors may apply if they meet one of the two following academic requirements:

- score at least 1200 on the SAT or 27 on the ACT by the June national test administration of the senior year, earn a minimum 3.50 cumulative GPA using the SC UGP at the end of the senior year, and rank in the top six percent of the class at the end of the senior year
- score at least 1400 on the SAT or 32 on the ACT by the June national test administration and earn a minimum 4.00 cumulative GPA using the SC UGP at the end of the senior year

Palmetto Fellows Scholarship awardees must not be a recipient of the LIFE, HOPE or Lottery Tuition Assistance.

Life Scholarship

The South Carolina General Assembly established the Legislative Incentives for Future Excellence (LIFE) Program in 1998 to increase access to higher education, improve employability of South Carolina’s students, provide incentives for students to be better prepared for college, and encourage students to graduate from college on time. Eligible full-time students may receive the following awards.

Four Year Colleges—Up to $5,000 (including a $300 book allowance) each academic year towards the cost of attendance at an eligible four-year institution in South Carolina; Initial Eligibility—Students must meet two of the following three criteria:
1. earn at least a 3.0 cumulative GPA based using the UGP upon high school graduation
2. rank in the top 30 percent of the graduating class
3. score at least 1100 on the SAT or 24 on the ACT through June of the senior year. Only the math and critical reading scores of the SAT may be included.

Two Year Colleges—Up to the cost of tuition plus a $300 book allowance each academic year at an eligible two-year public or technical institution in South Carolina. Initial Eligibility—Students must graduate from high school with at least a cumulative 3.0 GPA using the UGP.

Students must be South Carolina residents at the time of graduation and college enrollment. LIFE scholarship awardees may not be recipients of Palmetto Fellows, HOPE or Lottery Assistance.

Colleges and universities may charge additional fees not covered by the Life Scholarship.

There are no applications for LIFE or HOPE Scholarships. Eligible institutions notify students if they qualify for the Scholarship.

The Enhanced Life and Palmetto Fellows Scholarships

The South Carolina General Assembly has passed legislation that enhances the value of the Palmetto Fellows and LIFE Scholarship awards for students majoring in science and mathematics related disciplines. Eligible students for the Enhanced Palmetto Fellows may receive up to $10,000. Enhanced LIFE scholarship students may receive $7500. These awards begin after the completion of 30 college credit hours, declaration of an eligible major and fourteen credit hours in math and science courses. The student must also meet the basic requirements for the LIFE and Palmetto Fellows Scholarships.

As a result of the complexity of these new regulations, it is recommended that parents and students check the eligible majors at http://www.che.sc.gov.
Hope Scholarship

The South Carolina HOPE Scholarship Program was established under the South Carolina Education Lottery Act in 2001. It is a one-year, merit-based scholarship created for eligible first-time entering freshmen attending an eligible four-year institution in South Carolina. Eligible full-time students may receive up to $2,800 (including a $300 book allowance) toward the cost of attendance for a maximum of two terms.

Initial Eligibility Requirements:
- Earn a cumulative 3.0 GPA using the South Carolina Uniform Grading Policy upon high school graduation.
- Reside in South Carolina at the time of high school graduation and college enrollment.
- Not be a recipient of the Palmetto Fellows Scholarship, LIFE Scholarship or Lottery Tuition Assistance, and meet all general eligibility criteria.

There are no applications for LIFE or HOPE Scholarships. Eligible institutions notify students if they qualify for the Scholarship.

Curriculum Frameworks

Curriculum Frameworks organize both core courses and elective courses into schools of study in order to help students select clusters of study and majors as required by the Education and Economic Development Act of 2005 (EEDA). Rigorous academic courses required for high school graduation as well as relevant career-related courses and extended learning opportunities will prepare students to be college and career ready.

School District Five Curriculum Frameworks include Schools of Study, Clusters of Study, and Majors.

District Five offers four schools of study:

- School of Fine Arts and Humanities
- School of Business Management and Information Systems
- School of Engineering, Manufacturing, and Industrial Technology
- School of Health Science and Human and Public Services

The purpose of choosing a Career Cluster in the 8th grade and a Career Major in the 9th or 10th grade for the Individual Graduation Plan (IGP) is to promote students’ awareness and exploration of career opportunities related to the various career clusters and majors and to focus elective credits. While the process of selecting a cluster and major is required for 8th and 9th grade students in South Carolina by state law (EEDA), completion of the IGP major is recommended, not required, for graduation. Students who complete the four credit requirements for their major will be recognized at graduation.

Each of the four high schools in District Five attempts to offer elective courses which will meet a variety of student interests and needs. However, course requests, the availability of properly certified teachers, and budget constraints determine which electives will be taught. Completion of the IGP does not guarantee course availability.

Athletic Eligibility

All questions in regards to Athletic Programs and Eligibility should be directed to the school Athletic Director at the High School.
## South Carolina Uniform Grading Scale Conversions

The purpose of the grading policy is to standardize grading for all courses that earn Carnegie units in South Carolina middle and high schools. The South Carolina Uniform Grading Policy ensures that all students in the state meet the same standard.

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PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents’ Roundtable
## School district 5 of Lexington-Richland Counties
### Curriculum Framework
#### 2019—2020

<table>
<thead>
<tr>
<th>School of Fine Arts and Humanities</th>
<th>School of Business Management and Information Systems</th>
<th>School of Engineering, Manufacturing, and Industrial Technology</th>
<th>School of Health Science, Human and Public Services</th>
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<td><strong>Agriculture, Food and Natural Resources Cluster</strong></td>
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<td>• General Management</td>
<td>• Agricultural &amp; Biosystems Engineering Technology (The Center)</td>
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<td>• Leadership (SHHS)</td>
<td>• Environmental &amp; Natural Resource Management (The Center)</td>
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Majors listed in Blue are offered at the Center for Advanced Technical Studies (The Center)
### MAJOR: INTERDISCIPLINARY STUDIES

#### Advanced Placement

**REQUIRED COURSES FOR MAJOR**

(MINIMUM 4 CREDITS REQUIRED)

*One course from each of the 4 categories below REQUIRED

**One of the following:**
- AP Calculus AB
- AP Calculus BC
- AP Statistics

**One of the following:**
- AP European History
- AP Psychology
- AP World History
- AP Human Geography

**One of the following:**
- AP Art Studio: Drawing, Painting or 3D Design
- AP Art History
- AP Music Theory
- AP Computer Science A
- AP Computer Science Principles
- AP French
- AP Spanish

**One of the following:**
- AP Physics 1, 2 or AP Physics C
- AP Biology
- AP Chemistry
- AP Environmental Science

**COMPLEMENTARY COURSEWORK**

- AP English Language or AP English Literature
- AP Government
- AP Macroeconomics
- AP Microeconomics
- AP Research
- AP Seminar
- AP US History
- IB Language B SL or HL 1, 2
- Performing Arts
- Pre Calculus
- Psychology 101
- Research 1 HN, 2 HN
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3 HN, 4 HN, 5 HN
- World Language AP

### LEARNING OPPORTUNITIES

(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

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### GRADUATION REQUIREMENTS

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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

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### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Certified Medical Assistant
- Robotics Technician
- Real Estate Sales Agent
- Law Clerk

**2-YEAR ASSOCIATE DEGREE**
- Executive Assistant
- Medical Interpreter
- Reporter
- Sales Manager

**4-YEAR DÉGÉRÉ & HIGHER**
- Attorney
- Computer Scientist
- Financial Manager / Planner
- Physician
### MAJOR: INTERDISCIPLINARY STUDIES

**International Baccalaureate (IHS)**

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

**Required Courses:**
- History of the Americas HL 2
- IB Language B SL or HL 1, 2
- Theory of Knowledge 1, 2

**Plus 1 of the following courses:**
- IB Dance—IHS
- IB Visual Arts SL or HL
- IB Music SL or HL
- IB Theatre Arts SL or HL

#### COMPLEMENTARY COURSEWORK

- African American Literature
- AP European History
- AP Statistics
- Classical Mythology
- Journalism 1, 2
- Performing Arts
- Photography 1
- Psychology 101
- Public Speaking
- Senior Seminar in Education
- Sociology
- Speech & Debate 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### LEARNING OPPORTUNITIES

(Options related to major)
- Career Info Delivery Sys Exposure
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- Career Shadowing
- Cooperative Education
- Senior Internship

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**HIGH SCHOOL DIPLOMA**

- Library Assistant
- Tour Guide & Escort
- Foreign Aid Worker
- Peace Corps

**2-YEAR ASSOCIATE DEGREE**

- Proof Reader
- Travel Agent
- Museum Curator
- Intelligence Specialist

**4-YEAR DEGREE & HIGHER**

- Teacher
- International Banking
- International Business Consultant
- Physician

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**MAJOR: INTERDISCIPLINARY STUDIES**

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
## School of Fine Arts & Humanities

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

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## MAJOR: JOURNALISM

### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

- Intro to Mass Media
- Journalism 1
- Journalism 2 Lit Mag
- Journalism 3 Yearbook
- Journalism 4 Mgmt & Prod HN
- Journalism 4 YB Mgmt & Prod HN
- Photography 1, 2

### COMPLEMENTARY COURSEWORK

- AP English Language & Composition
- Business Finance
- Creative Writing 1, 2
- IB Language B SL or HL 1, 2
- Marketing
- Performing Arts
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Sociology
- Speech and Debate 1, 2
- Theory of Knowledge 1, 2
- Visual Arts
- World Geography
- World History
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

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### LEARNING OPPORTUNITIES (Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)

#### HIGH SCHOOL DIPLOMA
- PrePress Technician
- Publisher Sales & Promotion
- Layout Designer

#### 2-YEAR ASSOCIATE DEGREE
- Newswriter
- Technical Writer
- Reporter proofreader

#### 4-YEAR DEGREE & HIGHER
- Editor
- Journalist
- Advertising Sales Manager
- News Analyst/Commentator

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16
**GRADUATION REQUIREMENTS**

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### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Minimum of one credit from English and one credit from Social Studies
- 20th Century History
- African American History
- African American Literature
- AP Art History
- Art History
- Best Sellers/ Beyond the Best Sellers
- Civics
- Classical Mythology
- Composition
- Creative Writing 1
- Creative Writing 2
- Criminal Justice 1, 101
- Environmental History HN
- AP European History
- Fundamentals of Film
- AP Human Geography OR AP World History
- Law Related Education
- AP Psychology or Psychology 101
- Psychology
- Public Speaking
- Sociology
- Speech & Debate 1
- Speech & Debate 2
- Women Writers
- WW II through Literature & Film
- World Geography OR World History

### COMPLEMENTARY COURSEWORK
- Business Law
- Digital Multimedia
- Entrepreneurship
- Environmental Science
- IB Language B SL or HL 1, 2
- Journalism 1, 2, 3, 4 HN
- Media Tech 1, 2
- Music Theory 1
- Performing Arts
- Science Fiction/ Fantasy Literature
- Sports History
- Theatre
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

---

**MAJOR: LIBERAL ARTS**

**Professional Opportunities Upon Graduation** (For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Clerical Assistant
- File Clerk
- Library Assistant
- Sales Associate
- Political Campaign Staffer

**2-YEAR ASSOCIATE DEGREE**
- Congressional Aide
- Copy Writer
- Museum Tour Guide
- Proofreader
- Reporter

**4-YEAR DEGREE & HIGHER**
- Editor
- Creative Writer
- English Language & Lit Teacher
- Historian
- Lobbyist
**MAJOR: MEDIA TECHNOLOGY & VISUAL ARTS**

**REQUIRED COURSES FOR MAJOR**
(4 CREDITS REQUIRED)
- Media Technology 1
- Media Technology 2
- Media Technology 3
- Media Technology 4
- Intro to Mass Media

**COMPLEMENTARY COURSEWORK**
- 2nd World Language 1, 2
- 3D Design
- 3D Design AP
- AP Art History
- Business Management SL
- Creative Writing 1
- Digital Multimedia
- Drawing AP
- Drawing Studio
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Introduction to Engineering Design
- Performing Arts
- Photography
- Public Speaking
- Theatre
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

**LEARNING OPPORTUNITIES**
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
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**Cluster: Arts, Audio-Video Technology & Communication**

**High School Diploma**
- Broadcast Technician
- Sound Mixer
- Theatre Technician
- Caption Writer

**2-Year Associate Degree**
- Radio / TV Announcer
- Station Manager
- Sound Engineer
- Advertising Copy Writer

**4-Year Degree & Higher**
- Publisher
- Editor
- Audio / Broadcast Director
- Advertising Account Executive

---

**Professional Opportunities Upon Graduation**
(For additional college entrance requirements refer to college of your choice.)
## MAJOR: PERFORMING ARTS

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

- 4 Band credits
  OR
- 4 Choral credits
  OR
- 4 Dance credits
  OR
- 4 Theatre credits
  OR
- 4 Orchestra credits

Or a combination of the above

### COMPLEMENTARY COURSEWORK

- Accounting 1, 2
- AP Art History
- Art History
- Business Finance
- Colorguard
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Music Theory 1
- Music Theory AP
- Public Speaking
- Teacher Cadet Program
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

---

**Professional Opportunities Upon Graduation** (For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Musician/Accompanist
- Musical Equipment Sales
- Audio Maintenance Technician

**2-YEAR ASSOCIATE DEGREE**
- Musical Arranger/Copyist
- Songwriter
- Recording Engineer

**4-YEAR DEGREE & HIGHER**
- Orchestrator
- Composer
- Conductor
- Band Instructor
- Music Director

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## MAJOR: DIGITAL ART & DESIGN (The Center)

### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Digital Art & Design 1
- Digital Art & Design 2

### COMPLEMENTARY COURSEWORK
- 3D Design
- AP 3D Design
- AP Art History
- AP Drawing
- Art History
- Digital Multimedia
- Drawing
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Intro to Mass Media
- Journalism
- Performing Arts
- Photography
- Theatre
- Theory of Knowledge
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

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### GRADUATION REQUIREMENTS

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### HIGH SCHOOL DIPLOMA
- Camera Operator
- Desktop Publishing Specialist
- Graphics & Printing Operator
- Technical Computer Support Technician

### 2-YEAR ASSOCIATE DEGREE
- Commercial Graphics Technician
- Commercial Photographer
- Lithographer / Platemaker
- Video Editor
- Web Page Designer

### 4-YEAR DEGREE & HIGHER
- Commercial Artist
- Graphic Designer
- Packaging Designer / Engineer
- Production Manager
- Publisher
## School of Fine Arts & Humanities

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

### Graduation Requirements

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## Major: Visual Arts and Design

### Required Courses for Major (4 Credits Required)
- Drawing
- Drawing AP
- Painting
- 2D Studio Concentrations
- 3D Design 1, 2
- 3D Design AP
- 3D Studio Concentrations
- AP Art History
- Art: Altered, Abstract & Extraordinary
- Art History
- Art of Interior Design 1, 2
- Ceramics
- Graphic Design & Advertising
- Contemporary Design 1, 2
- Visual Arts Foundations
- Digital Arts
- IB Visual Arts SL Seminar
- IB Visual Arts A SL
- IB Visual Arts HL 1
- IB Visual Arts HL 2
- Landscape Architecture
- Monoprint Mania
- Photography 1, 2
- Public Art
- Stained Glass 1
- Stained Glass 2

### Complementary Coursework
- African American Literature
- AP European History
- Building Construction 1, 2
- Business Finance
- Civil and Architectural Engineering
- Entrepreneurship
- Fundamentals of Film
- IB Language B SL or HL 1, 2
- Journalism 1, 2, 3, 4
- Marketing
- Media Tech 1, 2
- Performing Arts
- Public Speaking
- Teacher Cadets
- Theory of Knowledge 1, 2
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### Learning Opportunities (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
- Painter
- Photographer
- Floral designer
- Craft Artist
- Commercial Artist
- Interior Designer
- Fashion Designer
- Illustrator
- Curator/Gallery manager
- Art Educator
- Advertising designer

### High School Diploma
- 2-Year Associate Degree
- 4-Year Degree & Higher
REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

French 1, 2, 3, 3HN, 4 HN, 5 HN, AP, IB
OR
German 1, 2, 3, 3HN, 4 HN, 5 HN, IB
OR
Latin 1, 2, 3, 3HN, 4 HN
OR
Spanish 1, 2, 3, 3HN, 4 HN, 5HN, AP, IB
OR
Chinese 1, 2, 3, 3HN, 4 HN 5 HN, IB
OR
Any combination of 4 credits from the above

COMPLEMENTARY COURSEWORK

AP Art History
Art History
Entrepreneurship
European History AP
IB Language B SL or HL 1, 2
Performing Arts
Second World Language 1, 2, 3, 3 HN, 4 HN, 5 HN, AP
Theory of Knowledge 1, 2
Visual Arts

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)

HIGH SCHOOL DIPLOMA
Tour Guide and Escort
Armed Forces Language Specialist
Foreign Aid Worker

2-YEAR ASSOCIATE DEGREE
Travel Agent
Immigration & Customs Inspector
Intelligence Specialist

4-YEAR DEGREE & HIGHER
World Language Teacher
Interpreter / Translator
International Business Consultant

These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.
# MAJOR: EARLY CHILDHOOD EDUCATION

## REQUIRED COURSES FOR MAJOR  
(4 CREDITS REQUIRED)
- Early Childhood Ed 1
- Early Childhood Ed 2

## COMPLEMENTARY COURSEWORK
- Accounting 1, 2
- Child Development
- Entrepreneurship
- Foods & Nutrition 1
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Media Tech 1, 2
- Performing Arts
- Psychology
- Psychology 101
- Public Speaking
- Senior Seminar in Education
- Sociology
- Theatre
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

## LEARNING OPPORTUNITIES  
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

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## Cluster: Education & Training

### School of Fine Arts & Humanities

### Professional Opportunities Upon Graduation

**HIGH SCHOOL DIPLOMA**
- Preschool Assistant
- After School Daycare Worker
- Child Care Provider
- Camp Advisor / Worker

**2-YEAR ASSOCIATE DEGREE**
- Nanny
- Instructional Assistant
- After School Program Director
- Child Day Care Supervisor

**4-YEAR DEGREE & HIGHER**
- Preschool or Early Childhood Teacher
- Child Welfare Consultant
- Preschool Director
- Child Psychologist
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### MAJOR: TEACHER TRAINING

#### REQUIRED COURSES FOR MAJOR
*(4 CREDITS REQUIRED)*

**Required Courses:**
- Teacher Cadet Program

**Plus 3 credits from the following courses**
- Child Development
- Digital Multimedia
- Psychology
- Psychology 101 or Psychology AP
- Public Speaking
- Sociology

#### COMPLEMENTARY COURSEWORK

- Business Finance
- Creative Writing 1, 2
- Human Geography AP
- IB Language B SL or HL 1, 2
- JROTC 1, 2, 3, 4
- Leadership 1, 2, 3, 4
- Media Tech 1, 2
- Performing Arts
- Theatre 1
- Theory of Knowledge 1, 2
- Visual Arts
- World Geography
- World History
- World Language 1, 2, 3, 3HN, 4HN, 5HN World Language AP

#### LEARNING OPPORTUNITIES
*(Options related to major)*
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
*(For additional college entrance requirements refer to college of your choice.)*

**HIGH SCHOOL DIPLOMA**
- Childcare Worker
- Preschool Worker
- Recreation Assistant
- Docent

**2-YEAR ASSOCIATE DEGREE**
- Library Technician
- Instructional Assistant
- Training manager
- Substitute Teacher

**4-YEAR DEGREE & HIGHER**
- Teacher
- Statistician
- Librarian
- Recreation Program Director
- Social Worker

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Cluster: Education & Training

School of Fine Arts & Humanities

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## MAJOR: GENERAL MANAGEMENT

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

**Required Courses:**
- Accounting 1
- Entrepreneurship

**Plus 2 credits from the following courses:**
- Accounting 2
- Business Finance
- Business Law
- Google Applications
- Integrated Business Applications 1
- Marketing
- Marketing Management
- Virtual Enterprise 1, 2

### COMPLEMENTARY COURSEWORK

- Algebra 3
- Business Finance
- Creative Writing 1
- Digital Multimedia
- IB Language B SL or HL 1, 2
- Journalism 1
- Law Related Education
- Performing Arts
- Photography 1
- Psychology
- Public Speaking
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
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- Cooperative Education
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### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Public Relations Specialist
- Facilities Manager
- Meeting Planner
- First Line Supervisor

**2-YEAR ASSOCIATE DEGREE**
- Payroll Administrator
- Hotel Manager Assistant
- Office Manager
- Public Relations Manager

**4-YEAR DEGREE & HIGHER**
- Entrepreneur
- Chief Executive Officer
- General Manager
- Controller
### School of Business Management & Information Systems

#### Cluster: Business, Management & Administration

#### GRADUATION REQUIREMENTS

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**MAJOR: LEADERSHIP (SHHS)**

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Leadership 1
- Leadership 2
- Entrepreneurship
- Virtual Enterprise 1
- Virtual Enterprise 2

#### COMPLEMENTARY COURSEWORK
- Accounting 1, 2
- Business Finance
- Business Law
- Journalism
- Marketing
- Performing Arts
- Photography
- Visual Arts
- World Language 1, 2, 3, 4, 5

#### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery
- System Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

#### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Administrative Assistant
- Receptionist
- Mail Room Assistant

**2-YEAR ASSOCIATE DEGREE**
- Executive Secretary
- Paralegal
- Budget Analyst
- Retail Manager

**4-YEAR DEGREE & HIGHER**
- Chief Executive Officer
- Management Consultant
- Human Resources Officer
- City Manager
### MAJOR: OPERATIONS MANAGEMENT

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

**Required Courses:**
- Virtual Enterprise 1
- Virtual Enterprise 2

**Plus 2 credits from the following:**
- Accounting 1
- Accounting 2
- Business Law
- Entrepreneurship
- Google Applications
- Integrated Business Applications 1
- Marketing

#### COMPLEMENTARY COURSEWORK

- Algebra 3
- Business Finance
- Creative Writing 1
- Digital Multimedia
- IB Language B SL or HL 1, 2
- Journalism 1
- Law Related Education
- Marketing Management
- Performing Arts
- Photography 1
- Psychology
- Public Speaking
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

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**TOTAL** 24.0

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### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

#### HIGH SCHOOL DIPLOMA
- Administrative Services Manager
- Billing Clerk
- Computer Operator
- Office Manager

#### 2-YEAR ASSOCIATE DEGREE
- Court Reporter
- Operations Manager
- Payroll Administrator
- Property Manager

#### 4-YEAR DEGREE & HIGHER
- Employee Training Specialist
- Project Manager
- Statistician
- Supply Chain Manager
## MAJOR: ACCOUNTING

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

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### COMPLEMENTARY COURSEWORK

- Algebra 3
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Business Law
- Calculus
- Discrete Math
- IB Language B SL or HL 1, 2
- Marketing
- Performing Arts
- Pre Calculus
- Probability and Statistics
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Bookkeeping Clerk
- Bank Teller
- Medical Billing Clerk
- Payroll Clerk

**2-YEAR ASSOCIATE DEGREE**
- Auditor
- Accountant
- Financial Services Agent
- Credit Manager

**4-YEAR DEGREE & HIGHER**
- Certified Public Accountant
- Financial Manager/Planner
- Investment Analyst
- Chief Financial Officer
MAJOR: Business Finance

REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

Required Courses:
- Accounting 1
- Business Finance

Plus 2 credits from the following courses:
- Accounting 2
- Business Law
- Entrepreneurship
- Integrated Business Applications 1

COMPLEMENTARY COURSEWORK
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Calculus
- Discrete Math
- IB Language B SL or HL 1, 2
- Marketing
- Performing Arts
- Pre Calculus
- Probability and Statistics
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3H, 4H, 5H
- World Language AP

LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

Cluster: Finance

GRADUATION REQUIREMENTS

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Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)

HIGH SCHOOL DIPLOMA
- Bookkeeping Clerk
- Bank Teller
- Medical Billing Clerk
- Payroll Clerk

2-YEAR ASSOCIATE DEGREE
- Auditor
- Accountant
- Financial Services Agent
- Credit Manager

4-YEAR DEGREE & HIGHER
- Certified Public Accountant
- Financial Manager/Planner
- Investment Analyst
- Chief Financial Officer
### GRADUATION REQUIREMENTS

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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

### MAJOR: CULINARY ARTS (The Center)

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Culinary Arts 1
- Culinary Arts 2

#### COMPLEMENTARY COURSEWORK
- 3-D Design
- Accounting 1
- Business Management SL
- Entrepreneurship
- Foods & Nutrition
- French 1, 2
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Marketing
- Media Technology
- Performing Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

#### Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)

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<td>Hostess / Server</td>
<td>Chef license (entry level)</td>
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<td>Institution Cooks</td>
<td>Food &amp; Beverage Services Manager</td>
<td>Nutritionist</td>
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<tr>
<td>Restaurant Cooks</td>
<td>1st line Supervisor Food Worker</td>
<td>Restaurant Manager</td>
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<tr>
<td>Small Business Head Cooks</td>
<td>1st Line Supervisor Personal Services</td>
<td>Restaurant Owner</td>
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</tbody>
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### Cluster: Hospitality & Tourism
## MAJOR: CYBER SECURITY TECHNOLOGY (The Center)

### Cluster: Information Technology

**School of Business Management & Information Systems**

### GRADUATION REQUIREMENTS

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### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

**Required Courses:**
- Networking 1
- Networking 2

**Plus 2 credits from the following courses:**
- Cyber Security Fundamentals
- Advanced Cyber Security
- Computer Programming 1
- Computer Programming 2
- Entrepreneurship
- IT Fundamentals
- IT Fundamentals Work-based

### COMPLEMENTARY COURSEWORK

- Accounting 1
- Algebra 2
- AP Biology
- Computer Programming 1, 2
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Introduction to Engineering
- Marketing
- Performing Arts
- Pre Calculus
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3 HN, 4 HN, 5 HN
- World Language AP

### LEARNING OPPORTUNITIES

(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### HIGH SCHOOL DIPLOMA

- Not Applicable

### 2-YEAR ASSOCIATE DEGREE

- Cyber Security Operational Manager
- Digital Forensic Technician
- Security Response Specialist
- Software Engineering Technician

### 4-YEAR DEGREE & HIGHER

- Cyber Security Analyst
- Computer Forensics Analyst
- IT Network Administrator
- Software Engineer
- Vulnerability Security Research Engineer

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
### MAJOR: PLTW COMPUTER SCIENCE

#### Cluster: Information Technology

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

**Required Courses:**
- PLTW Computer Science Essentials
- PLTW Computer Science Principles
- PLTW Computer Science A
- PLTW Cybersecurity

#### COMPLEMENTARY COURSEWORK

- Accounting 1, 2
- Business Finance
- Entrepreneurship
- Game Design & Development
- Google Applications
- IB Language B SL or HL 1, 2
- IT Fundamentals
- Marketing
- Performing Arts
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### LEARNING OPPORTUNITIES

(Options related to major)
- Career Info Delivery Sys Exposure
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#### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

- **HIGH SCHOOL DIPLOMA + Training**
- **2-YEAR ASSOCIATE DEGREE**
- **4-YEAR DEGREE & HIGHER**

- Computer Chip Technician
- Computer Operator
- Computer, ATM, Office Machine Repairer
- Web Developer
- Computer Support Specialist
- Computer Game Tester
- Computer Programmer
- Computer Network Architect
- Computer Systems Analyst
- Software Developer
### GRADUATION REQUIREMENTS

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### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

**Required Courses:**
- Computer Programming 1
- Computer Programming 2

**Plus 2 credits from the following courses:**
- Advanced Cyber Security
- Cyber Security Fundamentals
- Entrepreneurship
- Game Design & Development
- IT Fundamentals

### COMPLEMENTARY COURSEWORK

- AP Computer Science
- Business Finance
- Digital Multimedia
- IB Language B SL or HL 1, 2
- Performing Arts
- Pre Calculus
- Public Speaking
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### PROFESSIONAL OPPORTUNITIES
(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- PC Support Specialist
- Technical Support Specialist
- Website Maintenance Specialist

**2-YEAR ASSOCIATE DEGREE**
- Computer Programmer
- Software Applications Manager
- Help Desk Specialist
- Systems Analyst

**4-YEAR DEGREE & HIGHER**
- Computer Software Engineer
- Gaming Programmer
- Software Applications Architect
- Operating Systems Engineer
**Graduation Requirements**

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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

### Required Courses:
- Marketing
- Marketing Management

### Plus 2 credits from the following courses:
- Accounting 1
- Accounting 2
- Business Law
- Entrepreneurship
- Google Applications
- Integrated Business Applications 1
- Virtual Enterprise 1
- Virtual Enterprise 2

### Complementary Coursework
- Business Finance
- Creative Writing 1
- Digital Multimedia
- IB Language B SL or HL 1, 2
- Media Technology 1, 2
- Performing Arts
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Speech and Debate 1, 2
- Theory of Knowledge 1, 2
- Visual Arts
- World Geography
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### Learning Opportunities
- Options related to major
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Major: Marketing Management

#### Required Courses for Major (4 Credits Required)

- Marketing
- Marketing Management

#### Plus 2 credits from the following courses:
- Accounting 1
- Accounting 2
- Business Law
- Entrepreneurship
- Google Applications
- Integrated Business Applications 1
- Virtual Enterprise 1
- Virtual Enterprise 2

#### Complementary Coursework
- Business Finance
- Creative Writing 1
- Digital Multimedia
- IB Language B SL or HL 1, 2
- Media Technology 1, 2
- Performing Arts
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Speech and Debate 1, 2
- Theory of Knowledge 1, 2
- Visual Arts
- World Geography
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### Learning Opportunities
- Options related to major
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation

**High School Diploma**
- Bank Teller
- Customer Service Representative
- Sales Associate

**2-Year Associate Degree**
- Assistant Store Manager
- Customer Service Supervisor
- Office Manager
- General Manager

**4-Year Degree & Higher**
- Educator
- Entrepreneur
- Chief Executive Officer
- Marketing Manager
### MAJOR: AGRICULTURAL & BIOSYSTEMS ENGINEERING TECHNOLOGY

(The Center)

#### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

- Agricultural & Biosystems Science
- Biosystems Mechanics & Engineering
- Biosystems Technology 1 HN
- Biosystems Technology 2 HN

#### COMPLEMENTARY COURSEWORK

- Accounting 1
- Agriculture & Biosystems WBL
- Algebra II
- AP Physics
- Calculus
- Chemistry
- Computer Programming
- Earth Science
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Marketing
- Performing Arts
- Physics 1, 2
- Pre Calculus
- Research 1 HN, 2 HN
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### LEARNING OPPORTUNITIES
(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### GRADUATION REQUIREMENTS

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</table>

These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

### HIGH SCHOOL DIPLOMA

- Not Applicable

### 2-YEAR ASSOCIATE DEGREE

- Agricultural Technician
- Feed Research Technician
- Forest and Conservation Technician
- Soil Tester

### 4-YEAR DEGREE & HIGHER

- Agriculturalist
- Agronomist
- Plant Pathologist
- Soil and Plant Scientists

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
## MAJOR: ENVIRONMENTAL & NATURAL RESOURCE MANAGEMENT
(The Center)

### GRADUATION REQUIREMENTS

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### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

**Required Courses:**
- Agricultural & Biosystems Science
- Biosystems Mechanics & Engineering

**Plus 2 credits from the following courses:**
- Forestry
- Wildlife Management
- Aquaculture

### COMPLEMENTARY COURSEWORK

- Accounting 1
- Agriculture & Biosystems WBL
- Algebra 2
- AP Physics
- Calculus
- Chemistry
- Computer Programming
- Earth Science
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Marketing
- Performing Arts
- Physics 1, 2
- Pre Calculus
- Research 1 HN, 2 HN
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3 HN, 4 HN, 5 HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### HIGH SCHOOL DIPLOMA
Not Applicable

### 2-YEAR ASSOCIATE DEGREE

- Water Monitoring Technician
- Forest Worker
- Environmental Engineering Technician
- Park Naturalist
- Fisher or Fishing Worker

### 4-YEAR DEGREE & HIGHER

- Wildlife Manager or Technician
- Water Environment Engineer
- Forest Manager or Technician
- Geological Sample Test Technician
- Geophysical Data Technician

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
# School of Engineering, Manufacturing, & Industrial Technology

## Cluster: Agriculture, Food & Natural Resources

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## MAJOR: VETERINARY SCIENCE & TECHNOLOGY
(The Center)

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Agricultural & Biosystems Science
- Animal Science
- Equine Science
- Small Animal Care HN
- Introduction to Veterinary Science & Research HN

### COMPLEMENTARY COURSEWORK
- Accounting 1
- Agriculture & Biosystems WBL
- Algebra 2
- Anatomy and Physiology
- AP Biology
- Business Management SL
- Chemistry
- Computer Programming
- Earth Science
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Marketing
- Performing Arts
- PreCalculus
- Visual Arts
  - Visual Arts Foundations
  - World Language 1, 2, 3, 3HN, 4HN, 5HN
  - World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

#### HIGH SCHOOL DIPLOMA with related experience
- Feed Salesperson
- Grooming Assistant
- Pet Shop Owner
- Veterinary Assistant

#### 2-YEAR ASSOCIATE DEGREE
- Animal Trainer
- Veterinary Technician
- Animal Technologist
- Herdsman, Groomer

#### 4-YEAR DEGREE & HIGHER
- Educator
- Geneticist
- Nutritionist
- Pharmaceutical sales
- Reproductive physiologist
- Veterinarian
## MAJOR: ARCHITECTURE

### Cluster: Architecture and Construction

### GRADUATION REQUIREMENTS

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### REQUIRED COURSES FOR MAJOR

- **4 CREDITS REQUIRED**
  - Introduction to Engineering Design
  - Principles of Engineering
  - Civil Engineering & Architecture
  - Engineering Design & Development

### COMPLEMENTARY COURSEWORK

- **3D Design**
- **Algebra 3**
- **AP 3D Design**
- **AP Art History**
- **AP Calculus AB**
- **AP Calculus BC**
- **AP Drawing**
- **AP Physics 1, 2**
- **Art History**
- **Building Construction 1**
- **Business Finance**
- **Calculus**
- **Discrete Math**
- **Drawing**
- **Earth Science**
- **Electricity 1**
- **IB Visual Arts HL**
- **IB Visual Arts HL 2**
- **IB Visual Arts SL**
- **IB Visual Arts SL Seminar**
- **Landscape Architecture Design**
- **Performing Arts**
- **Physics**
- **Pre Calculus**
- **Theory of Knowledge 1, 2**
- **Visual Arts**
- **World History**
- **World Language 1, 2, 3, 3HN, 4HN, 5HN**
- **World Language AP**

### LEARNING OPPORTUNITIES (Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**

- Drafting Assistant
- Construction Technician
- Surveying Technician

**2-YEAR ASSOCIATE DEGREE**

- Surveyor
- CAD Draftsman
- Insurance Claims Examiner
- Cost Estimator

**4-YEAR DEGREE & HIGHER**

- Architect
- Civil Engineer
- Urban Planner/Designer
- Environmental Engineer
# Graduation Requirements

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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

## MAJOR: BUILDING CONSTRUCTION DESIGN & INTEGRATED TECHNOLOGY
(The Center)

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

- Building Construction 1
- Building Construction 2

### COMPLEMENTARY COURSEWORK

- Algebra 2
- Art of Interior Design 1
- Building Construction 3
- Business Finance
- Calculus
- Computer Integrated Manufacturing
- Earth Science
- Electricity 1
- IB Language B SL or HL 1, 2
- Landscape Architectural Design
- Performing Arts
- Pre Calculus
- Probability and Statistics
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

## Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Drywall Installer
- Residential Framer
- Construction Sales Associate
- Insulation Installer

**2-YEAR ASSOCIATE DEGREE**
- Construction/Building Inspector
- Construction Carpenter
- Equipment and Materials manager
- Cost Estimator

**4-YEAR DEGREE & HIGHER**
- General Contractor
- Construction Engineer
- Production Plant Manager
- Facilities Engineer

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Cluster: Architecture and Construction
## Graduation Requirements

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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

## Major: Electrical Design & Integrated Systems

### Required Courses for Major
- Electricity 1
- Electricity 2

### Complementary Coursework
- Accounting 1, 2
- Algebra 2
- Business Finance
- Digital Electronics
- Discrete Math
- Electricity 3
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Introduction to Engineering Design
- Marketing
- Marketing Management
- Performing Arts
- Physics
- Principles of Engineering
- Probability and Statistics
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN

### Learning Opportunities
- Options related to major
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

## Professional Opportunities Upon Graduation
- Electrician Helper
- Electrical Site Planner
- Electrical Supply Sales
- Maintenance Technician

## High School Diploma

### 2-Year Associate Degree
- Electrician
- Electrical Systems Technician
- HVAC Technician
- Powerplant Operator

### 4-Year Degree & Higher
- Communications Specialist
- Electrical Contractor
- Electrical Engineer
- Electrical Inspector
## School of Engineering, Manufacturing, And Industrial Technology

**Cluster:** Manufacturing

### Graduation Requirements

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### Major: Machine Tool Technology & Engineering Design

(Preferred Center)

#### Required Courses for Major

- Machine Technology 1
- Machine Technology 2
- Engineering Design & Development HN

#### Complementary Coursework

- Accounting 1
- Algebra 2
- Building Construction 1
- Computer Programming
- Electrical Technology Systems 1
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Introduction to Engineering
- Marketing
- Performing Arts
- Pre-Calculus
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### Learning Opportunities

(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### High School Diploma

- Production Machine Operator
- Metal Worker
- Shop Helper

### 2-Year Associate Degree

- CNC Programmer / Operator
- Engineering Technician
- Machinist
- Tool & Die Maker

### 4-Year Degree & Higher

- Design Engineers
- Industrial Engineers
- Industrial Production Manager
- Quality Control Engineers
- Design Engineers
- Industrial Engineers

### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)
## MAJOR: MECHATRONICS SYSTEMS TECHNOLOGY
(The Center)

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

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### COMPLEMENTARY COURSEWORK

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### LEARNING OPPORTUNITIES
(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

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**TOTAL**: 24.0

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### HIGH SCHOOL DIPLOMA

- Not Applicable

### 2-YEAR ASSOCIATE DEGREE

- Automated Control Systems Programmer
- Design Technician
- Electro-Mechanical Technician
- Manufacturing Technician

### 4-YEAR DEGREE & HIGHER

- Computer Programmer
- Design Engineer
- Mechatronics Engineer
- Robotics engineer
- Computer Programmer
- Design Engineer
## School of Engineering, Manufacturing, and Industrial Technology

### Cluster: Manufacturing

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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

### MAJOR: WELDING TECHNOLOGY (The Center)

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Welding Technology 1
- Welding Technology 2
- Welding Technology 3

#### COMPLEMENTARY COURSEWORK
- Accounting 1
- Algebra 2
- Building Construction 1
- Computer Programming
- Electrical Technology Systems 1
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Marketing
- Performing Arts
- Pre Calculus
- Visual Arts
- Visual Arts Foundations
- Welding 3
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### HIGH SCHOOL DIPLOMA
- Welder Apprentice
- Brazing Machine Tender
- Welding Machine Setter

### 2-YEAR ASSOCIATE DEGREE
- Commercial Diver
- Metal Model Maker
- Welding Inspector
- Welding Technician
- Structural Metal Worker

### 4-YEAR DEGREE & HIGHER
- Materials Engineer
- Welding Estimator
- Project Manager
- Metal Fabricator
- Welding Sales Representative

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
# School of Engineering, Manufacturing, and Industrial Technology

## Cluster: Science, Technology, Engineering & Mathematics

### Graduation Requirements

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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

### Major: Aerospace Engineering (The Center)

#### Required Courses for Major
(4 Credits Required)
- Introduction to Engineering Design
- Principles of Engineering
- Aerospace Engineering HN
- Engineering Design & Development HN

#### Complementary Coursework
- Accounting 1
- Algebra 2
- AP Physics 1, 2
- AP Physics C
- Building Construction 1
- Business Management SL
- Calculus AB
- Calculus BC
- Computer Programming
- Earth Science
- Electrical Technology Systems 1
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Intro To Engineering
- Marketing
- Performing Arts
- Pre Calculus
- Public Speaking
- Research 1 HN, 2 HN
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### Learning Opportunities
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

<table>
<thead>
<tr>
<th>HIGH SCHOOL DIPLOMA</th>
<th>2-YEAR ASSOCIATE DEGREE</th>
<th>4-YEAR DEGREE &amp; HIGHER</th>
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<tr>
<td>Not Applicable</td>
<td>Field Testing Associate</td>
<td>Aerospace Engineer</td>
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<td></td>
<td>Operations Technician</td>
<td>Aerodynamics Analyst</td>
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<td></td>
<td>Production Associate</td>
<td>Flight Systems Test Engineer</td>
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<tr>
<td></td>
<td>Research Assistant</td>
<td>Project Manager</td>
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<tr>
<td></td>
<td>Transportation Maintenance Manager</td>
<td>Research Engineer</td>
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</table>
MAJOR: CLEAN ENERGY TECHNOLOGY (The Center)

REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Clean Energy Systems CP, HN
- Clean Energy Applications CP, HN
- Clean Energy Strategies HN
- Clean Energy Innovations HN

COMPLEMENTARY COURSEWORK
- Accounting 1
- Algebra 2
- AP Physics 1, 2
- AP Physics C
- Building Construction 1
- Calculus
- Chemistry
- Computer Programming
- Earth Science
- Electricity 1
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Intro to Engineering
- Marketing
- Performing Arts
- Pre Calculus
- Research 1 HN, 2 HN
- Statistics, AP
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

LEARNING OPPORTUNITIES
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship
- Senior Research

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)

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<td>Field Testing Associate</td>
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<td>Fuel Cell Technician</td>
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<tr>
<td>Geothermal Technician</td>
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<tr>
<td>Nuclear Operator</td>
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<td>Research Assistant</td>
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<td>Energy Field Auditor</td>
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<td>Environmental Engineer</td>
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<tr>
<td>Fuel Cell Materials Chemist</td>
</tr>
<tr>
<td>Green Business Specialist</td>
</tr>
<tr>
<td>Renewable Energy Engineer</td>
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<tr>
<td>Sustainable Design Architect</td>
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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

### REQUIRED COURSES FOR MAJOR

#### Required Courses:
- Introduction to Engineering Design
- Principles of Engineering
- Engineering Design & Development

#### Plus one or more of the following:
- Computer Integrated Manufacturing
- Digital Electronics

### COMPLEMENTARY COURSEWORK

- Algebra 3
- AP Calculus AB
- AP Calculus BC
- AP Language
- AP Physics
- AP Statistics
- Auto Collision 1
- Auto Tech 1
- Building Construction 1
- Business Finance
- Business Management SL
- Calculus
- Chemistry
- Creative Writing 1
- Earth Science
- Electricity 1
- Elementary Differential Equations
- IB Language B SL or HL 1, 2
- Performing Arts
- Physics
- Pre Calculus
- Research 1 HN, 2 HN
- Theory of Knowledge 1, 2
- Vector Calculus
- Visual Arts
- World Language 1, 2, 3, 3 HN, 4 HN, 5 HN
- World Language AP

### LEARNING OPPORTUNITIES

- Options related to major:
  - Career Info Delivery Sys Exposure
  - Career Mentoring
  - Career Shadowing
  - Cooperative Education
  - Senior Internship

### MAJOR: ENGINEERING AND ENGINEERING TECHNOLOGY

#### Cluster: Science, Technology, Engineering & Mathematics

### Professional Opportunities Upon Graduation

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<th>2-YEAR ASSOCIATE DEGREE</th>
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<td>Electronic Technician</td>
<td>Biomedical or Civil Engineer</td>
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<td>Robotics Technician</td>
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<td>Industrial or Mechanical Engineer</td>
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<td>Quality Engineer</td>
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<td>Systems Design Engineer</td>
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## MAJOR: LIFE SCIENCE

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

- Anatomy and Physiology
- AP Biology
- AP Research
- Biology HL 1, 2
- Earth Science HN
- Environmental Science
- AP Environmental Science
- Marine Science HN
- Psychology or Psychology 101 or AP Psychology
- Sports Medicine 1

### COMPLEMENTARY COURSEWORK

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Calculus
- Chemistry
- Chemistry SL, HL
- Drawing
- Earth Science
- Foods & Nutrition
- IB Language B SL or HL 1, 2
- Painting
- Performing Arts
- Physics
- Pre Calculus
- Public Speaking
- Sports Nutrition
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)

- Career Info Delivery
- Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**

- Agricultural Product Graders/ Sorters
- Veterinary Assistant
- Conservation Worker

**2-YEAR ASSOCIATE DEGREE**

- Animal Technician
- Forest / Conservation Technician
- Dietitian
- Environmental Technician
- Scientific Illustrator

**4-YEAR DEGREE & HIGHER**

- Forensic Scientist
- Biomedical Engineer
- Conservation Scientist
- Geophysicist; Marine Biologist
- Oceanographer
## School of Engineering, Manufacturing, And Industrial Technology

### Cluster: Science, Technology, Engineering & Mathematics

### Graduation Requirements

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### Major: Mathematics

#### Required Courses for Major
(4 Credits Required)
- Algebra 3
- AP Calculus AB
- AP Calculus BC
- AP Physics
- AP Research
- AP Statistics
- Calculus
- Discrete Math
- Mathematics—Analysis & Approaches SL
- Mathematics—Analysis & Approaches HL
- Physics
- PreCalculus
- Vector Calculus

#### Complementary Coursework
- Accounting 1, 2
- Business Finance
- Chemistry
- Engineering Design & Development
- IB Language B SL or HL 1, 2
- Intro to Engineering Design
- Oracle Database Apps
- Oracle Database Design/Program
- Performing Arts
- Principles of Engineering
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3H, 4H, 5H
- World Language AP

### Learning Opportunities
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

#### High School Diploma
- Bookkeeper
- Bank Teller
- Accounts Clerk

#### 2-Year Associate Degree
- Accountant
- Tax Preparer
- Cost Estimator
- Procurement Technician

#### 4-Year Degree & Higher
- Certified Public Accountant
- Insurance Actuary
- Engineering Mathematician
- Stock Broker; Statistical Analyst
- Mathematics Teacher
GRADUATION REQUIREMENTS

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REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- AP Physics 1,2
- AP Physics C
- AP Research
- Astronomy
- Chemistry 1
- Chemistry 2 HN
- AP Chemistry
- IB Chemistry SL, HL-1, HL-2
- Earth Science HN
- Environmental Science
- AP Environmental Science
- Forensic Science
- Physics CP, HN
- IB Physics SL

COMPLEMENTARY COURSEWORK
- Algebra 3
- Anatomy and Physiology
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Calculus
- Discrete Math
- Drawing
- Environmental Studies
- IB Language B SL or HL 1, 2
- Landscape Arch Design
- Painting
- Performing Arts
- Pre Calculus
- Public Speaking
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

LEARNING OPPORTUNITIES (Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

MAJOR: PHYSICAL SCIENCE

HIGH SCHOOL DIPLOMA
- Robotics Technician
- Solderer / Welder
- Power Plant Operator

2-YEAR ASSOCIATE DEGREE
- Engineering Technician
- Surveyor
- Chemical Technician
- Calibration / Instrumentation Technician

4-YEAR DEGREE & HIGHER
- Physicist
- Astronomer
- Ceramic Engineer
- Chemist
- Mechanical Engineer

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
# MAJOR: AUTOMOTIVE COLLISION TECHNOLOGY (IHS)

## GRADUATION REQUIREMENTS

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## REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

- Auto Collision Tech 1
- Auto Collision Tech 2

## COMPLEMENTARY COURSEWORK

- 3D Design
- Algebra 2
- AP Chemistry
- AP Physics 1, 2
- Auto Collision Tech 3
- Business Finance
- Chemistry 1
- Contemporary Design Entrepreneurship
- Geometry
- IB Language B SL or HL 1, 2
- Performing Arts
- Physics
- Probability and Statistics
- Public Speaking
- Stained Glass 1
- Stained Glass 2
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 4HN, 5HN
- World Language AP

## LEARNING OPPORTUNITIES (Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

#### HIGH SCHOOL DIPLOMA
- Body Shop Worker
- Collision Technician
- Automotive Product Sales
- Auto Cleaner / Detailer

#### 2-YEAR ASSOCIATE DEGREE
- Estimator—Auto Body Repairs
- Insurance Appraiser—Auto Damage
- Auto Glass Technician
- Auto Body Paint Technician

#### 4-YEAR DEGREE & HIGHER
- Materials Engineer
- Automotive Design Engineer
- Automotive Business Entrepreneur
- Automotive Service Instructor

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School of Engineering, Manufacturing, And Industrial Technology

Cluster: Transportation, Distribution & Logistics
## MAJOR: AUTOMOTIVE SERVICE AND MAINTENANCE TECHNOLOGY
(The Center)

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Auto Technology 1
- Auto Technology 2

### COMPLEMENTARY COURSEWORK
- Algebra 2
- AP Chemistry
- AP Physics 1, 2
- Auto Tech 3
- Business Finance
- Digital Electronics
- Entrepreneurship
- IB Language B SL or HL 1, 2
- JROTC
- Performing Arts
- Physics
- Probability and Statistics
- Public Speaking
- Research 1 HN, 2 HN
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Maintenance Technician
- Mechanic Helper
- Truck Driver
- Vehicle Product Sales

**2-YEAR ASSOCIATE DEGREE**
- Service Technician
- Mechanic
- Shop Foreman
- Diesel Service Technician

**4-YEAR DEGREE & HIGHER**
- Automotive Business Entrepreneur
- Mechanical Engineer
- Vehicle Services Instructor
- Traffic Engineer
# School of Health Sciences, Human and Public Services

## Cluster: Government and Public Administration

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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

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## MAJOR: MILITARY SCIENCE

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- JROTC 1
- JROTC 2
- JROTC 3
- JROTC 4
- JROTC Lab Assistant
- Law Related Education
- Public Speaking

### COMPLEMENTARY COURSEWORK
- AP European History
- AP Human Geography
- AP World History
- Business Finance
- Criminal Justice 1
- Criminal Justice 101
- IB Language B SL or HL 1, 2
- Introduction to Engineering
- Law Enforcement Services
- Performing Arts
- Psychology or Psychology 101 or AP Psychology
- Sociology
- Student Government/Leadership
- Theory of Knowledge 1, 2
- Visual Arts
- World Geography
- World History
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

---

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

---

### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)

#### HIGH SCHOOL DIPLOMA
- Military Recruit
- Law Enforcement Cadet
- Cyber Security Technician

#### 2-YEAR ASSOCIATE DEGREE
- Military Specialist
- Police / Patrol Officer
- Correctional Officer
- Military Recruiter

#### 4-YEAR DEGREE & HIGHER
- Military Officer
- FBI Agent
- Federal Marshall
- Secret Service Agent
# MAJOR: BIOMEDICAL SCIENCES
(The Center)

**REQUIRED COURSES FOR MAJOR**
(4 CREDITS REQUIRED)
- Principles of Biomedical Sciences CP, HN
- Human Body Systems CP, HN
- Medical Interventions HN
- Biomedical Innovation & Research HN

**COMPLEMENTARY COURSEWORK**
- Accounting 1
- Algebra 2
- Anatomy and Physiology
- AP Biology
- AP Physics 1, 2
- AP Statistics
- Business Management SL
- Calculus
- Chemistry HN, AP
- Computer Programming
- Entrepreneurship
- Forensic Science
- IB Language B SL or HL 1, 2
- Integrated Business Applications
- Introduction to Engineering
- Marketing
- Performing Arts
- PreCalculus
- Research 1 HN, 2 HN
- Visual Arts
- Visual Arts Foundations
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

**LEARNING OPPORTUNITIES**
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship
- Senior Research

---

**GRADUATION REQUIREMENTS**

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**HIGH SCHOOL DIPLOMA**
- Emergency Medical Technician
- Medical Coder
- Medical Transcriptionist

**2-YEAR ASSOCIATE DEGREE**
- Cardiology Technician
- Health Information Manager
- Medical Lab Technician
- Research Assistant

**4-YEAR DEGREE & HIGHER**
- Bioengineer
- Biomedical Scientist
- Cell/Genetic Engineer
- Forensic Pathologist
- Physician
- Prosthetic Development
# MAJOR: HEALTH DIAGNOSIS & TREATMENT

## Cluster: Health Science

### School of Health Sciences, Human and Public Services

<table>
<thead>
<tr>
<th>Required Courses for Major (4 Credits Required)</th>
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<tbody>
<tr>
<td>Health Science 1</td>
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<tr>
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</tr>
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<tr>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Pharmacology for Medical Careers</td>
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</table>

### Complementary Coursework

- Anatomy and Physiology
- AP Biology
- Business Finance
- Chemistry
- Child Development
- Foods & Nutrition
- Human Growth & Development
- IB Language B SL or HL 1, 2
- Performing Arts
- Psychology
- Psychology 101
- Public Speaking
- Sociology
- Spanish 1, 2, 3, 4 HN, 5 HN
- Spanish 4 AP
- Spanish 5 AP
- Spanish B SL or HL 1, 2
- Speech & Debate 1, 2
- Sports Medicine
- Sports Nutrition
- Visual Arts
- World Language 1, 2, 3, 4, 5 HN
- World Language AP

### LEARNING OPPORTUNITIES (Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Graduation Requirements

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### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

#### High School Diploma
- Medical Secretary
- Certified Medical Assistant
- Hospital Orderly
- Nursing Assistant

#### 2-Year Associate Degree
- Dental Hygienist
- Emergency Medical Technician
- Licensed Practice Nurse
- Occupational Therapy Assistant

#### 4-Year Degree & Higher
- Registered Nurse
- Physician Assistant
- Therapist
- Medical Administrator
# MAJOR: MEDICAL SCIENCE AND RESEARCH

## REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Anatomy and Physiology
- AP Biology
- AP Chemistry
- AP Physics 1, 2
- AP Physics C
- AP Research
- IB Biology HL
- IB Chemistry HL
- IB Physics SL, HL
- AP Environmental Science
- Health Science 1-2
- Psychology or Psychology 101 or AP Psychology
- Physics
- Sports Medicine 1

## COMPLEMENTARY COURSEWORK
- Algebra 3
- AP Calculus AB
- AP Calculus BC
- AP Spanish
- AP Statistics
- Creative Writing 1
- Health Science 3-4
- Human Growth & Development
- IB Language B SL or HL 1, 2
- IB Spanish B SL or HL 1, 2
- Performing Arts
- Pre Calculus
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

## LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

## Cluster: Health Science

### GRADUATION REQUIREMENTS

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### Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)
- Medical Records Clerk
- Lab Assistant
- Research Assistant
- Dental Lab Technician

### 2-YEAR ASSOCIATE DEGREE
- Radiologic Technologist
- Lab Science Technician
- Medical Transcriptionist
- Nuclear Medicine Technologist

### 4-YEAR DEGREE & HIGHER
- Medical Research Scientist
- Geneticist
- Pathologist
- Physician
### GRADUATION REQUIREMENTS

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### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

- Anatomy and Physiology
- Biomechanics
- Dance 2, 3, 4, 5
- Health: Fit for Life
- Physical Education 2
- Physical Education 3
- Physical Education 4
- Personal Training
- Recreational Therapy
- Sports History
- Sports Medicine 1
- Sports Nutrition

### COMPLEMENTARY COURSEWORK

- AP Biology
- AP Physics 1, 2
- Biology
- Business Finance
- Chemistry 1
- Dance 1
- Health Science 1, 2
- Human Growth & Development
- IB Language B SL or HL 1, 2
- JROTC 2, 3, 4
- Performing Arts
- Physics
- Psychology or Psychology 101 or AP Psychology
- Sports & Exercise Psychology
- Sports Medicine 2
- Sports Medicine Asst.
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES

(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### MAJOR: PHYSICAL EDUCATION

#### Cluster: Health Science

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)

#### COMPLEMENTARY COURSEWORK

#### LEARNING OPPORTUNITIES

(Options related to major)

#### Professional Opportunities Upon Graduation

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<td>Personal Trainer</td>
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<td>Fitness Specialist</td>
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<td>Sports Massage Therapist</td>
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### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- Required Courses:
  - Sports Medicine 1
  - Sports Medicine 2
- Plus two or more of the following:
  - Health Science 1
  - Health Science 2
  - Health Science 3
  - Human Body Systems
  - Medical Terminology
  - Principles of Biomedical Sciences
  - Sports Medicine 3 WBL

### COMPLEMENTARY COURSEWORK
- AP Biology
- AP Chemistry
- AP Physics 1, 2
- Biology
- Biomechanics
- Business Finance
- Chemistry
- Child Development
- Human Growth & Development
- IB Language B SL or HL 1, 2
- Performing Arts
- Personal Training
- Physics
- Pre Calculus
- Recreational Therapy
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### MAJOR: SPORTS MEDICINE

**Required Courses:**
- Sports Medicine 1
- Sports Medicine 2
- Plus two or more of the following:
  - Health Science 1
  - Health Science 2
  - Health Science 3
  - Human Body Systems
  - Medical Terminology
  - Principles of Biomedical Sciences
  - Sports Medicine 3 WBL

**Complementary Coursework:**
- AP Biology
- AP Chemistry
- AP Physics 1, 2
- Biology
- Biomechanics
- Business Finance
- Chemistry
- Child Development
- Human Growth & Development
- IB Language B SL or HL 1, 2
- Performing Arts
- Personal Training
- Physics
- Pre Calculus
- Recreational Therapy
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### Professional Opportunities Upon Graduation
- Personal Trainer
- Physical Therapy Aide
- Occupational Therapy Aide
- Orthopedic Assistant
- Fitness Specialist
- Occupational Therapy Assistant Physical Therapy Assistant
- Surgical Technician
- Recreational Therapist
- Physical Therapist
- Athletic Trainer
- Orthopedic Surgeon

**High School Diploma**

**2-Year Associate Degree**

**4-Year Degree & Higher**

- School of Health Sciences, Human and Public Services
- Cluster: Health Science

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### School of Health Sciences, Human and Public Services

**Cluster:**  
**Human Service**

**Graduation Requirements**

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### Major: Cosmetology (IHS)

#### Required Courses for Major
*(8 Credits Required)*

- Cosmetology 1/2 (4 units)
- Cosmetology 3/4 (4 units)

(All 8 units are required to complete this major.)

#### Complementary Coursework

- Accounting 1, 2
- Anatomy & Physiology
- Biology
- Business Finance
- Chemistry
- Drama 1, 2, 3
- Entrepreneurship
- IB Language B SL or HL 1, 2
- Marketing
- Performing Arts
- Psychology
- Speech and Debate 1
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
  World Language AP

### Learning Opportunities

(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

#### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

**High School Diploma**

- Cosmetologist
- Nail Technician
- Skin Care/Make-up Artist

*(State Board Certification/license may be required)*

**2-Year Associate Degree**

- Not Applicable

**4-Year Degree & Higher**

- Educator

*(State Board Certification required for cosmetology license)*

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### GRADUATION REQUIREMENTS

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### REQUIRED COURSES FOR MAJOR

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<td>Early Childhood Education 1</td>
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<td>Human Growth &amp; Development</td>
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<td>Law Related Education</td>
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<td>Sports &amp; Exercise Psychology</td>
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(4 CREDITS REQUIRED)

### COMPLEMENTARY COURSEWORK

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<td>Foods &amp; Nutrition</td>
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<td>Leadership 1, 2, 3, 4</td>
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### LEARNING OPPORTUNITIES

(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### MAJOR: COUNSELING, MENTAL HEALTH, AND SOCIAL SERVICES

#### Cluster: Human Service

### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

**HIGH SCHOOL DIPLOMA**
- Mental Health Aide
- Residential Assistant
- Psychiatric Attendant
- Developmental Aide

**2-YEAR ASSOCIATE DEGREE**
- Residential Advisor
- Social Services Assistant
- Substance Abuse Counselor
- Rehabilitation Assistant

**4-YEAR DEGREE & HIGHER**
- Clinical Therapist
- School Psychologist
- Social Worker
- Marriage / Family Counselor
### School of Health Sciences, Human and Public Services

**Cluster:**

**Human Service**

### Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units Required</th>
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<tr>
<td>Science</td>
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</tr>
<tr>
<td>U.S. History and Constitution</td>
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<td><strong>Total</strong></td>
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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

### MAJOR: FAMILY & CONSUMER SCIENCES NUTRITION (IHS)

#### Required Courses for Major

- Foods and Nutrition 1
- Foods and Nutrition 2
- Sports Nutrition 1
- Sports Nutrition 2
- Culinary Arts 1

#### Complementary Coursework

- Biology
- Business Finance
- Speech and Debate 1
- Chemistry
- Earth Science
- IB Language B SL or HL 1, 2
- Leadership 1, 2, 3, 4
- Performing Arts
- Theatre 1, 2, 3
- Theory of Knowledge 1, 2
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

#### Learning Opportunities

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

#### High School Diploma

- Cooks, Institution & Cafeteria
- Food Preparation Worker
- Food Service Worker
- Personal Care Aide

#### 2-Year Associate Degree

- Dietetic Technician
- Fitness Instructor
- Food Service Supervisor
- Health Specialties Technician

#### 4-Year Degree & Higher

- Dietician/Nutritionist
- FACS Teacher
- Fitness/Wellness Coordinator
- Medical & Health Services Manager
### GRADUATION REQUIREMENTS

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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

### REQUIRED COURSES FOR MAJOR

(4 CREDITS REQUIRED)

- *Fire and Rescue 1*
- Fire and Rescue 2

*Must be 16 yrs. old by Nov.1 to enroll in F&R 1*

### COMPLEMENTARY COURSEWORK

- Accounting 1, 2
- Business Finance
- Business Law
- Creative Writing 1
- Digital Multimedia
- Discrete Math
- IB Language B SL or HL 1, 2
- Law Enforcement 1, 2
- Law Related Education
- Performing Arts
- Photography
- Physical Education 2, 3
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### MAJOR: EMERGENCY AND FIRE MANAGEMENT SERVICES

(The Center)

### LEARNING OPPORTUNITIES

(Options related to major)

- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### HIGH SCHOOL DIPLOMA

- Dispatcher
- Firefighter
- Police Officer

### 2-YEAR ASSOCIATE DEGREE

- Emergency Medical Technician
- Firefighter Supervisor

### 4-YEAR DEGREE & HIGHER

- Arson Investigator
- Emergency Management and Response Coordinator
- Emergency Planning Manager
- Fire Chief
### Graduation Requirements

**SUBJECT** | **Units Required**
---|---
English/Language Arts | 4.0
Mathematics | 4.0
Science | 3.0
U.S. History and Constitution | 1.0
Economics | 0.5
U.S. Government | 0.5
Other Social Studies | 1.0
Physical Education, Band with PE or ROTC | 1.0
Computer Science | 1.0
FL or CATE | 1.0
Electives | 7.0
**TOTAL** | **24.0**

These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

### Required Courses for Major

(4 Credits Required)
- Business Law
- Criminal Justice 1
- Criminal Justice 101
- Law Related Education
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Sociology
- Speech and Debate 1

### Complementary Coursework

- AP Government
- AP Macroeconomics
- AP Statistics
- Business Finance
- Chemistry
- Discrete Math
- IB Language B SL or HL 1, 2
- Performing Arts
- Photography
- Probability and Statistics
- Student Government / Leadership
- Visual Arts
- World History
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### Learning Opportunities

(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Major: Law and Legal Services

#### Cluster: Law, Public Safety, and Security

#### Required Courses for Major (4 Credits Required)

- Business Law
- Criminal Justice 1
- Criminal Justice 101
- Law Related Education
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Sociology
- Speech and Debate 1

#### Complementary Coursework

- AP Government
- AP Macroeconomics
- AP Statistics
- Business Finance
- Chemistry
- Discrete Math
- IB Language B SL or HL 1, 2
- Performing Arts
- Photography
- Probability and Statistics
- Student Government / Leadership
- Visual Arts
- World History
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### Professional Opportunities Upon Graduation

(For additional college entrance requirements refer to college of your choice.)

#### High School Diploma

- Legal Secretary
- Court Records Clerk
- Case Management Clerk
- File and Document Clerk

#### 2-Year Associate Degree

- Paralegal
- Information Officer
- Law Clerk
- Mediator / Arbiter
- Investigator

#### 4-Year Degree & Higher

- Administrative Law Attorney
- Corporate Attorney
- Law Professor
- Legal Aid Attorney
- Congressional Representative
## MAJOR: LAW ENFORCEMENT
(The Center)

### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Law Enforcement 1
- Law Enforcement 2

### COMPLEMENTARY COURSEWORK
- Accounting 1, 2
- Business Finance
- Business Law
- Creative Writing 1
- Digital Multimedia
- Discrete Math
- IB Language B SL or HL 1, 2
- Law Related Education
- Performing Arts
- Photography
- Physical Education 2, 3
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Senior Internship—The Center
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language 1, 2, 3, 3HN, 4HN, 5HN
- World Language AP

### LEARNING OPPORTUNITIES
(Options related to major)
- Career Info Delivery Sys Exposure
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### GRADUATION REQUIREMENTS

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These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.

### HIGH SCHOOL DIPLOMA
- Corrections Officer
- Dispatcher
- Police Officer
- Security Guard

### 2-YEAR ASSOCIATE DEGREE
- Court Bailiff
- Deputy Sheriff
- Detective
- Transit and Railroad Police

### 4-YEAR DEGREE & HIGHER
- Criminal Investigator
- FBI Agent
- Fish and Game Warden
- Park Ranger
- Parole and Probation Officer

### PROFESSIONAL OPPORTUNITIES UPON GRADUATION
(For additional college entrance requirements refer to college of your choice.)

- Corrections Officer
- Court Bailiff
- Deputy Sheriff
- Detective
- Transit and Railroad Police

- Criminal Investigator
- FBI Agent
- Fish and Game Warden
- Park Ranger
- Parole and Probation Officer

- 2-YEAR ASSOCIATE DEGREE
- 4-YEAR DEGREE & HIGHER
ENGLISH LANGUAGE ARTS

English language arts instruction addresses the South Carolina English Language Arts Standards as assessed on the English 1 EOCEP (Grade 8 or 9) and English 2 EOCEP (Grade 9 or 10). The instructional strands include: Reading Literary Text, Reading Informational Text, Writing, Communication, and Language.

All district middle and high schools engage in the D5 READS 365 initiative. (To learn the specifics of this interdisciplinary reading initiative, please see the district website.) As a part of D5 READS 365, students are encouraged to participate in summer reading. D5 READS 365 information will be available on the schools’ websites before the end of the school year.

Middle School Carnegie Units

All students must earn four English language arts credits to be eligible to graduate in the state of South Carolina. While some students will earn credit at the middle school level, all students planning to continue their education at the college or university level are encouraged to take an ELA class in grades 9, 10, 11 and 12. A full school year without an ELA course of study could cause students to struggle upon return to the rigor of higher level ELA classes. The purpose of earning a credit-bearing course at the middle school level is to encourage students, who are ready, to take more ELA courses at higher levels than possible with only four years of study.

College Preparatory

The College Preparatory courses are designed to prepare students for college-level English courses. These courses are rigorous and focus on reading and writing for a variety of purposes. The expectation is that students will be proficient at reading literary and informational text, writing for a range of purposes and audiences, speaking and listening in a variety of situations, researching to gain information and evaluate sources, and justifying their reasoning and thinking with textual evidence.

Honors Courses

Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting more advanced abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. Honors courses should also be preparation for Advanced Placement courses where appropriate. An honors course must have a published syllabus that verifies rigor sufficiently beyond the college preparatory requirements. Course materials will be significantly more challenging and rigorous than other courses. Students should approach the course with commitment and a strong work ethic in order to be successful.

Advanced Placement

Each school offers Advanced Placement courses for students who are academically ready for challenging college-level courses. Students may register for these courses if they have minimum scores established by the school on the PSAT, SAT, or ACT, an "A" or "B" final average in prerequisite courses, and evidence of a consistency in completing homework and classwork. While these criteria are recommended, parents may choose to waive their child into an AP class even if the student does not meet these criteria. Syllabi for AP courses must be pre-approved by the College Board. South Carolina requires that teachers of AP courses earn an AP endorsement on their teaching certificate. In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight. High performance on AP exams may result in college credit or advanced placement. The South Carolina Department of Education pays for the AP tests of students who are enrolled in AP courses.

End-of-Course Examination Program (EOCEP)

English 2 curriculum is based on the South Carolina English Language Arts Academic Standards. At the end of this course, students will be administered the EOCEP, developed by the SCDE. The English 2 test will count 20 percent of the final grade in the course for the student. Students will be assessed on reading and writing standards. All students will have access to the academic standards for English 2 at the beginning of the school year.

ENGLISH 1, COLLEGE PREPARATORY

<table>
<thead>
<tr>
<th>Grade: 9</th>
<th>Semesters: 2</th>
</tr>
</thead>
</table>

This course meets the requirements for English 1. In this course students will read comprehensively to strengthen their skills and deepen their understanding of literary and informational texts. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will focus on the acquisition and application of skills in writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend a variety of texts and build emergent vocabularies.
ENGLISH 1, HONORS
Grade: 9
Semesters: 2
Credit: 1 English
This course meets the state requirement for honors courses and meets the requirements for English 1. In this course, students continue to develop reading skills through structured study and independent reading of literary and informational texts. Through extensive reading, students will grapple with works of exceptional craft and thought whose range extends across genres, culture, and centuries. The focus of reading instruction will be drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will challenge students to apply and enhance their skills and knowledge in the areas of writing, speaking and listening, word study, and language. Students will produce clear and coherent writing in support of complex ideas. Students will participate in research that is based on focused questions and will learn how to gather information from and assess the credibility of both print and digital sources. Additionally, students will integrate research into written work to support analysis. Language and vocabulary instruction will focus on the conventions of standard American English as well as teaching students how language is used to convey meaning in a text. Because of the pace, depth, and rigor of this course, it is highly recommended for students who plan to take Advanced Placement English courses.

ENGLISH 2, COLLEGE PREPARATORY
Grade: 9, 10
Semesters: 2
Credit: 1 English
Prerequisite: Must have passed English 1
This course meets the requirements for English 2. In this course students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will focus on the acquisition and application of skills in writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and build extensive vocabularies. All English 2 students must take South Carolina’s end-of-course exam.

ENGLISH 2, HONORS
Grade: 9, 10
Semesters: 2
Credit: 1 English
Prerequisite: Must have passed English 1 and/or have teacher recommendation or parent waiver
This course meets the requirements for honors courses and meets the requirements for English 2. In this course students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. This course will expose students to literary and informational texts that will steadily increase in sophistication and complexity, as well as expose students to the art of rhetoric and rhetorical analysis. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will challenge students to apply their skills and knowledge in the areas of writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims and in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will write both rhetorical and literary analysis. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and build extensive vocabularies. Because of the pace, depth, and rigor, this course is highly recommended for students who plan to take Advanced Placement or International Baccalaureate courses in the future. All English 2 students must take South Carolina’s end-of-course exam.

ENGLISH 2, HONORS STEM
Grade: 9, 10
Semesters: 2
Credit: 1 English
Prerequisite: Must have passed English 1 Honors and acceptance in the STEM Program
This course meets the state requirements for honors courses and meets the requirements for English 2. In this course, students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. This course will expose students to literary and informational texts that will steadily increase in sophistication and complexity. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will challenge students to apply their skills and knowledge in the areas of writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims and in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and build extensive vocabularies. Because of the pace, depth, and rigor, this course is highly recommended for students who plan to take Advanced Placement courses in the future.

The STEM designation is the result of a unique combination of technology focused lessons that integrate topics from multiple disciplines. Our unique courses explore current topics within the subject through collaboration among the teachers and STEM committee. As a STEM designated course it offers students deeper immersion into the theoretical concepts, lab skills, and
logical writing styles required for success in AP courses. All English 2 students must take South Carolina’s end-of-course exam.

**ENGLISH 3, COLLEGE PREPARATORY**

**Prerequisite:** Must have passed English 2

This course meets the requirements for English 3. In this course, students will read extensively to refine and apply their skills to a variety of literary and informational texts. Through extensive reading, students will be exposed to American literature that offers insights into the human condition and serve as models for thinking and writing. In addition, students will read a variety of informational texts in order to evaluate the specific claims made in those texts as well as the validity of the reasoning and sufficiency of evidence. Through evaluation and analysis of a variety of literary and informational texts, students will learn how to write substantive arguments to support claims as well as how to write explanatory texts that convey complex ideas clearly and accurately. Students will participate in research that requires gathering information, evaluating and citing sources. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and to continue to build extensive vocabularies. The course is designed to prepare students for the rigor of the South Carolina State Standards for College and Career Readiness.

**ENGLISH 3, HONORS**

**Prerequisite:** Must have passed English 2 and have teacher recommendation or parent waiver

This course meets state requirements for an honors course and the requirements for English 3. In this course, students will read extensively to refine and apply their skills to a variety of literary and informational texts. This course will expose students to literary and informational texts that will steadily increase in sophistication and complexity. Through extensive reading, students will be exposed to works of literature that offer profound insights into the human condition and serve as models for thinking and writing. In addition, students will read a variety of informational texts in order to evaluate the specific claims and the validity of the reasoning and sufficiency of evidence. Through evaluation and analysis of complex literary and informational texts, students will learn how to write substantive arguments to support claims as well as how to write explanatory texts that convey complex ideas clearly and accurately. Students will participate in research that requires gathering information, evaluating and citing sources. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and to continue to build extensive vocabularies. Because of the pace, depth, and rigor of this course, it is highly recommended for students who plan to take Advanced Placement English or International Baccalaureate courses (IB offered at IHS only).

**ENGLISH 3, HONORS STEM**

**Prerequisite:** Must have passed English 2 Honors STEM and acceptance in the STEM Program

This course meets state requirements for an honors course and the requirements for English 3, and is intended for STEM students who have successfully completed English 2 Honors STEM. In this course, students will read extensively to refine and apply their skills to a variety of literary and informational texts. This course will expose students to literary and informational texts that will steadily increase in sophistication and complexity. Through extensive reading, students will be exposed to works of literature that offer profound insights into the human condition and serve as models for students own thinking and writing. In addition, students will read a variety of informational texts in order to evaluate the specific claims made in those texts as well as the validity of the reasoning and sufficiency of evidence. Through evaluation and analysis of complex literary and informational texts, students will learn how to write substantive arguments to support their own claims as well as how to write explanatory texts that convey their own complex ideas clearly and accurately. Students will participate in research that requires them to gather information, evaluate sources, and cite sources. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and to continue to build extensive vocabularies. Students entering this course will complete a mandatory summer reading requirement.

The STEM designation is the result of a unique combination of technology focused lessons that integrate topics from multiple disciplines. Our unique courses explore current topics within the subject through collaboration among the teachers and STEM committee. As a STEM designated course it offers students deeper immersion into the theoretical concepts, lab skills, and logical writing styles required for success in AP courses.

**ENGLISH 4, COLLEGE PREPARATORY**

**Prerequisite:** Must have passed English 3

This course meets the requirements for a college preparatory and the requirements for English 4. This course is designed to provide complete learning experiences for students in order to promote their skills in reading, writing, research, listening, and speaking. In this course, students will apply their reading skills through relevant reading of literary and informational texts. Students will utilize their skills in determining and clarifying the meanings of words and phrases in order to comprehend texts and to continue to build their vocabularies. Students will refine writing skills as they create arguments to support their own claims as well as explanatory texts that convey their own ideas clearly and accurately. Students will participate in research that requires them to gather information, evaluate sources, and cite sources.
ENGLISH 4, HONORS
Grade: 11, 12 Semesters: 2 Credit: 1 English
Prerequisite: Must have passed English 3 and/or have teacher recommendation or parent waiver
This course meets the requirements for an honors course and the requirements for English 4. This course is designed to provide intensive learning experiences for students in order to enhance and enrich their already developed skills in reading, writing, research, listening, and speaking at an advanced level. In this course, students will expand and apply their reading skills through wide and deep reading of literary and informational texts. Students will become skilled in determining and clarifying the nuanced meanings of words and phrases in order to comprehend complex texts and to continue to build extensive vocabularies. They will gain literary and cultural knowledge, develop and refine close reading of literary and informational texts, and enhance their ability to evaluate arguments and grapple with complex texts. Students will refine writing skills as they craft substantive arguments to support their own claims as well as explanatory texts that convey their own complex ideas clearly and accurately. Students will participate in research that requires them to gather information, evaluate sources, and cite sources as they plan and prepare refined complex essays and presentations.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
Grade: 11, 12
Semesters: 2
Credit: 1 English
Prerequisite: Must have passed English 2 and have teacher recommendation
Equivalent to a college-level composition course, this course is designed for juniors or seniors who have demonstrated superior ability in reading, accessing information, and writing. The focus of the course is academic reading of nonfiction and fiction. Students will also concentrate on composing persuasive and argumentative essays by creating meaning from a variety of resources. Students will have significant outside reading assignments – short stories, plays, novels, poetry, and nonfiction from across the content areas. Students will participate in a variety of discussion modes: Socratic seminars, small group, and large group. In May, students are required to take the Advanced Placement Language and Composition exam sponsored by the College Board. Success on this examination may result in college credit.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION
Grade: 12
Semesters: 2
Credit: 1 English
Prerequisite: Must have passed English 3 or AP Language and Composition
Equivalent to a college course in literature, this AP course requires an intensive study of literature and composition and is designed for students who have demonstrated superior ability in verbal skills. This course emphasizes world literature and concentrates heavily on literary analysis. Students should have a sincere interest in a rigorous study of literature and should desire to improve reading, writing, speaking, analytical, and research skills in preparation for college work. Socratic seminars will be a part of this course. In addition to significant amounts of outside reading—novels, drama, poetry, philosophy, and short stories—students will also prepare several literary research papers during the year. Students are required to take the Advanced Placement Literature and Composition exam sponsored by the College Board in May. Success in this course may result in college credit.

ADVANCED COMPOSITION
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course will focus on developing composition skills in academic writing for college and careers. Recognizing the need for proficient writing skills in high school and beyond, this course will emphasize the enhancement of the fundamental skills necessary for successful writing in all content areas and will increase performance on the writing portions of the SAT and ACT. The course will begin with a reinforcement of mechanics, sentence/paragraph structure, introduction/conclusion, audience/purpose, and usage. Students will further enhance their writing process through planning, drafting, revising, and editing. In addition, the course will utilize student skills in writing with a strong emphasis on the rhetorical approaches of comparison/contrast and argument.

JOURNALISM 1
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1 Elective
Journalism 1 is a course in communications with an emphasis on improving writing. Students learn the history of journalism, the importance of a free press in a democracy, and the basic types of journalistic writing: news, editorials, features, and sports. Students also study style, headline writing, research interviewing, columns, reviews, layout and design, and advertising. Students will use the computer as a word processor and may have the opportunity to write for the school newspaper as much as their individual talent allows. This course is a prerequisite for the newspaper and yearbook staffs.

JOURNALISM 2, NEWSPAPER
Grade: 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Journalism 1 with Teacher Recommendation
This course (Newspaper) is designed for students who have successfully completed Journalism 1 and desire to continue their study of journalistic writing, publication design, and desktop publishing. Publication of a student newspaper is incorporated as a lab experience supporting and extending the regular course instruction. Advanced instruction in news, features, editorials, sports, columns, reviews, and in-depth writing is an integral part of this course, as is instruction in skills necessary for advertising such as
copy writing, design, decision-making in formulating a design package, editorial publication policy, and sales techniques.

**JOURNALISM 2, NEWSPAPER, HONORS**
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
**Prerequisite: Journalism 1 with Teacher Recommendation**
Journalism 2 Honors Newspaper is designed for students who have completed Journalism 1 and a desire to continue their study of journalistic writing, publication design, and desktop publishing. Publication of a student newspaper is incorporated as a lab experience supporting and extending the regular course instruction. Students in the class should have advanced skills at reporting and news gathering and students will be training to become section editors and business managers. In addition these students may also further develop their reporting skills/photography/graphics etc. by taking on a significant role in the student publication. Students may also continue to explore different job roles (possibly rotating through different staff level positions, learning and working within the hierarchy of a news production team) Students will gain additional skills in design, writing, editing, typography and photography and will work closely with the editor-in-chief, additional student section editors and the adviser. Extensive work outside of class is required, which may include but is not limited to: entering local, regional and national contests and preparing a portfolio of work completed through the year.

**JOURNALISM 3, NEWSPAPER PRODUCTION, HONORS**
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective  
**Prerequisite: Journalism 2 Newspaper with Teacher Recommendation**
Journalism 3 Honors Newspaper is designed to give serious journalism students experience in leadership and management. These students will hold positions as section editors and/or business managers. These students should have experience covering a news beat, additional skills with reporting and could continue to move up through the hierarchy of the news publication. Where applicable, they should begin to move into leadership roles. These students may also be rotating through different jobs within the news publication hierarchy to fulfill the various levels of news publication. Students will also work closely with the adviser to continue instruction in editing and writing styles. Students may also continue to study trends in professional advertising and public relations. In addition to supervising student reporters, these students may also continue to report in specialized beats, writing columns, and providing support to additional student editors (graphics, photography, online, design etc.). Students will be required to have advanced skills in design, writing, editing, typography and photography and will work closely with the editor-in-chief and adviser. Extensive work outside of class is required, which may include but is not limited to: entering local, regional and national contests and preparing a portfolio of work completed through the year.

**JOURNALISM 4, NEWSPAPER PRODUCTION, HONORS**
Grade: 12  
Semesters: 2  
Credit: 1 Elective  
**Prerequisite: Journalism 3 Newspaper with Teacher Recommendation**
Journalism 4 Honors is designed to give serious journalism students experience in leadership and management. These students will hold positions as editors-in-chief and/or business managers, section editors, graphic designers etc. Students will be required to have advanced skills in design, writing, editing, typography and photography and will oversee many layers of publication. These students will also work closely with the adviser and section editors. Extensive work outside of class is required, which may include but is not limited to: entering local, regional and national contests and preparing a portfolio of work completed through the year.

**JOURNALISM 2, YEARBOOK**
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
**Prerequisite: Journalism 1 with Teacher Recommendation**
Journalism 2 Yearbook is a course designed for the student who wants an in-depth experience in production and working on the yearbook. Advanced journalism style, journalism headline writing, columns and reviews, layout and design, and advertising are emphasized. Students will learn the basics of computer language and its use in yearbook production. Yearbook production involves some summer and afterschool work. An interview and writing sample are required.

**JOURNALISM 2, YEARBOOK, HONORS**
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
**Prerequisite: Journalism 1 with Teacher Recommendation**
Journalism 2 Honors Yearbook is a course designed for section editors and business managers. Students will be required to have advanced skills in design, writing, editing, typography and photography and will work closely with the editor-in-chief. Extensive work outside of class is required.
JOURNALISM 3, YEARBOOK PRODUCTION, Advanced Publication Production (CHS, DFHS, IHS, SHHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective

Prerequisite: Journalism 2 Yearbook with Teacher Recommendation

Journalism 3 (Yearbook) is designed for the student who has completed Journalism 1 and 2 and wants to pursue the more advanced aspects of the journalistic field. Instructional emphasis centers on advanced computer and publication management skills. Students will learn and apply advanced editing skills, business management skills, and advanced design techniques with graphics and typography.

JOURNALISM 3, YEARBOOK PRODUCTION, HONORS  
(CHS, DFHS, IHS, SHHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective

Prerequisite: Journalism 2 Yearbook with Teacher Recommendation

Journalism 3 Honors Yearbook is designed to give serious journalism students experience in leadership and management. These students will hold positions as editors-in-chief, section editors and/or business managers. Students will be required to have advanced skills in design, writing, editing, typography and photography and will work closely with the editor-in-chief. Extensive work outside of class is required.

JOURNALISM 4, YEARBOOK PRODUCTION, HONORS  
(CHS, DFHS, IHS, SHHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective

Prerequisite: Journalism 3 Yearbook with Teacher Recommendation

Journalism 4 Honors Yearbook is designed to give serious journalism students experience in leadership and management. These students will hold positions as editors-in-chief and/or business managers. Students will be required to have advanced skills in design, writing, editing, typography and photography and will work closely with the adviser and section editors. These students excel in all journalistic areas and work closely with the adviser and sectional editors. Extensive work outside of class is required.

JOURNALISM 2, LITERARY MAGAZINE, Production  
(DFHS, IHS, SHHS)
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective

Prerequisite: Journalism 1 with Teacher Recommendation

This course is designed for students who have completed Journalism 1 and are interested in putting their journalism experience to use in a creative setting. Students will study and write feature articles, reviews, short stories, position papers, and poems. They will also learn to evaluate, edit, proof, design, and layout the submissions and will put these skills to use in the production of the magazine. Students will need to work after school in the spring semester.

JOURNALISM 3, LITERARY MAGAZINE, Advanced Publication Production (DFHS, IHS, SHHS)
Grade: 11, 12  
Semesters: 1  
Credit: .5 Elective

Prerequisite: Journalism 2 Literary Magazine with Teacher Recommendation

Journalism 3 (literary magazine) is designed for the student who has completed Journalism 1 and 2 and who wants to pursue a more advanced study of literary magazine production. Instructional emphasis centers on advanced computer and publication management skills. Students will learn and apply advanced editing skills, business management skills, and advanced design techniques with graphics and typography.

INTRODUCTION TO MASS MEDIA  
(DFHS)
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective

From social media to comic books, advertising, and film, this course covers the history, employment opportunities, and current trends in various types of mass media. Students will analyze the evolution of different media in American society and will create their own media throughout the year as well. Students will also gain hands-on experience in basic production techniques of broadcast journalism and videography. This course is the prerequisite for the media technology classes, but is open to all students who want to learn about the impact of various forms of media on their daily lives.

AFRICAN AMERICAN LITERATURE  
(CHS, DFHS, IHS)
Grade: 11, 12  
Semesters: 1  
Credit: .5 Elective

This course offers an opportunity to study a specialized field of literature and to learn more about African American culture. The course focuses on the contributions of African American writers to American literature; historical and cultural concerns are addressed through the literature by using novels, plays, essays, critical studies, and films. This course is organized in a chronological fashion, beginning with the literature of African descendants in the United States, both slave and free, and continues into the 21st century with contemporary writers. An anthology of writings, which includes poetry, fiction, and non-fiction, is the basic text for the course and is supplemented with additional readings. Students will select one writer for specialization for a semester project. This course is for students who enjoy analyzing challenging literature and participating in discussions.
BEST SELLERS, CONTEMPORARY NOVELS (CHS, DFHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course is for students who love to read. Students will select books from old and new best seller lists as well as from award-winning young adult literature lists. The emphasis of the course will be reading at the student’s pace. The student will have the opportunity to read a text of choice, evaluate the text, and design a creative way to publicize it. The media specialists will work closely with the students and teacher. Students will also be given the opportunity to explore careers in publishing, bookselling, and professional writing.

BEYOND THE BEST SELLERS (CHS, DFHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course is for students who want to take their love of reading to the next level. Students should be voracious readers willing to help select contemporary books for small group and independent reading. The teacher will work closely with the media specialist to guide students in selecting best-selling and critically acclaimed books in multiple genres. Emphasis will be placed on creating a community of readers who are actively engaged with the texts and each other. Students will move beyond silent sustained reading to responding to texts through writing, creative expression, small and large group discussions, and online blogs. In addition, each student will complete a contemporary author study.

CLASSICAL MYTHOLOGY (IHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Gods, goddesses, heroes, and monsters come to life in this study of classical mythology. As myths are read, students will see connections that can be made to Western culture, art, music, and literature. Opportunities for research and creative writing will also be a part of this course.

CREATIVE WRITING 1/WRITER’S WORKSHOP (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This semester course is designed for students who enjoy writing and want to discover, develop, and refine their creative writing skills. Students will learn all stages of the writing process in order to produce various types of writing such as short stories, poetry, and personal essays. Students will study professional models in order to broaden their perspectives of the literary world. They will be given opportunities to try to publish their work through school, state, and national contests. Students will complete a portfolio of their writing.

CREATIVE WRITING 2/WRITER’S WORKSHOP (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: A or B in Creative Writing 1 and/or Teacher’s Recommendation and/or submission of acceptable portfolio
This semester course is an opportunity for serious writers to refine their skills, experiment in other genres, and submit their works for local and/or commercial review and publication. Students will be expected to demonstrate a high degree of personal and literary maturity and skill. While the course will include some group instruction, including some guest lecturers, much of the course will be devoted to writing, followed by discussions of the students’ work. The final grade will be based on the student portfolio along with the public performance or reading of the student’s original work.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, Levels 1, 2, 3, or 4 (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course is offered to the English as a second language learner. It provides the student opportunities to improve reading, writing, oral communication, research, and listening skills. Individualized instruction is given according to the student’s needs. The student will be assessed for admittance to this course.

FUNDAMENTALS OF FILM (DFHS, IHS)
Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
Since the first motion pictures, Americans have been influenced by this medium not only because of its entertainment purposes but also because of its effect on the values of society. Whether based on novels or original screen plays, the message behind the movie can be powerful and frequently begins a thematic dialogue that defines a generation. This semester long course will introduce students to the various elements of film, (including cinematography, editing, screen writing, acting, narrative structure, sound, and mise-en-scene/design). Students will learn to analyze these aspects of film through movie reviews, response papers, and creative projects. Movies viewed will be rated G, PG, or PG-13. Research and writing will be integral parts of this course.

PUBLIC SPEAKING (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course is designed to help students learn the proper techniques and strategies for effective public speaking. Specific areas of study will include the history of speech, the oral delivery, the structure of speeches (organization and supporting an argument), and the rhetorical approaches such as impromptu and persuasive. Students will learn how to evaluate speakers and audiences. This course is designed to prepare students for most types of public speaking that they will encounter in college or the workplace.
SCIENCE FICTION and FANTASY LITERATURE  
Grade: 9, 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Science fiction and fantasy literature is the basis of a one semester English course focusing on the two literary genres. Students will become familiar with the history and development of the two genres, their representative authors, significant titles, and the themes and issues such works commonly address. Given the course’s broad scope, students will be required to do a significant amount of reading, much of it quite sophisticated. In addition to studying novels, short stories, poetry, and nonfiction, students will critically view a sampling of exceptional screen adaptations of famous speculative fiction—the broad category under which both science fiction and fantasy fall. The development of writing skills will also be an important emphasis of the course.

SPEECH AND DEBATE 1  
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Completion of Public Speaking or Recommendation of Speech and Debate Instructor. Eighth Grade Language Arts and High School English teachers may recommend their students.  
Speech and Debate 1 is a class designed to teach the skills of argumentation, critical thinking, persuasion, and oral communication. To speak and debate effectively, students will need to develop an understanding of current events, government, and philosophy through extensive reading. Students will learn to speak and debate according to the rules of the National Forensic League. The focus of the class will be on the following National Forensic League events: Original Oratory, Extemporaneous Speaking, Public Forum Debate, Student Congress, and Lincoln Douglas Debate. Students who take this class will be required to compete in at least two tournaments throughout the course of the year. Performance at these competitions will constitute a portion of the overall grade.

SPEECH AND DEBATE 2  
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Completion of Speech and Debate 1 or one full year of active participation in extracurricular speech and debate activities.  
Speech and Debate 2 is a class designed for experienced students who need structured time and resources to prepare for competition. Through small group and individual coaching, students will have an opportunity to research, practice delivery, and refine the content of their particular speeches and cases. The focus of the class will be on the following National Forensic League events: Original Oratory, Extemporaneous Speaking, Public Forum Debate, Student Congress, and Lincoln Douglas Debate. Students who take this class will be required to compete in at least seven tournaments throughout the course of the year. Performance at these competitions will constitute a large portion of the overall grade.

TEST PREPARATION VERBAL  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
This course prepares college-bound students for the SAT, ACT, PSAT, and PLAN. Special emphasis is placed on helping students become familiar with the grammar/usage and writing as well as the more detailed critical reading sections. Improving writing and reading skills will also improve students’ skills for all classes to include college English. Students will take practice tests, write essays, and become familiar with all sections of the tests. Note: The SAT is 2/3 verbal and ACT is 3/5 verbal. Both tests include an essay component.

SAT VERBAL 2/ VOCABULARY  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Test Prep Verbal  
This course is for the highly motivated, college-bound student looking to build upon the skill set and knowledge acquired in SAT Verbal 1. A continued study of vocabulary, along with the further development of the skills necessary for critically reading a text, will be the overarching focus of this course.

WOMEN WRITERS  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
This course offers an opportunity to engage in a specialized field of study and to learn more about women writers from around the world. The course focuses on the contributions of women writers to literature; historical and cultural concerns are addressed through the literature using novels, plays, essays, critical studies, and films. This course is organized thematically, addressing themes of societal roles, isolation, family/marriage, friendship, and growing up. Students will engage in reading, writing, critical analysis, and research.

SEMINAR IN AP ENGLISH COURSES PREP, HONORS  
Grade: 11, 12  
Semesters: 1 or 2  
Credit: .5 or 1 Elective  
Prerequisite: Concurrent enrollment in AP English course  
This seminar is designed to complement and to reinforce the instruction of the AP English courses in order to help students meet the rigorous demands of these courses and the subsequent examinations. The student will read, write and study both independently and under the guidance of an AP teacher. Course work will include the reinforcement of reading and writing strategies, as well as the study of terminology the student will encounter on the exams. Critical thinking and discussion will be emphasized. Time will be available for student-teacher conferences concerning the student’s writing, study techniques and tutoring needs. All students enrolled
in Advanced Placement English are eligible to enroll in AP Prep seminar.

**SCREEN AND SCRIPT WRITING (IHS)**
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Creative Writing I
Students will learn how to craft original scripts from the first spark of an idea to the completed script, ready for production. All stages of the script writing process will be covered with a particular emphasis on the elements that make script writing unique.

**POETRY: PRODUCTION AND PERFORMANCE, COLLEGE PREPARATORY (IHS)**
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This semester course will focus equally on writing original poetry and performing it. Students will learn how to write various types of poetry as well as how to deliver captivating, dynamic performances of their original poems.

**SECONDARY LITERACY LAB (DFHS, IHS, SHHS)**
Grade: 9, 10
Semesters: 2
Credit: 1.0 Elective
This course is designed to assist students with reading, writing, vocabulary and related comprehension strategies. Instruction will concentrate on increased student ability, confidence, language skills and organization. This course is focused on improving reading fluency and reading comprehension. The goal of this course is to improve readiness as a reader, reading habits and skills, reading choices, and develop a collection of reading comprehension strategies.

**ENGLISH 101 Critical Reading and Composition (IHS)**
Grade: 12
Semester: 1
Credit: .5
This is a dual enrollment course through a higher education institution. English 101 and 102 fulfill a general education requirement in “Effective, Engaged, and Persuasive Communication (Writing)” for the Carolina Core. The course includes instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.

**ENGLISH 102: Rhetoric and Composition (IHS)**
Grade: 12
Semester: 1
Credit: .5
Prerequisite: ENGLISH 101 with a grade of 70 or better
This is a dual enrollment course through a higher education institution. English 101 and 102 fulfill a general education requirement in “Effective, Engaged, and Persuasive Communication (Writing)” for the Carolina Core. This course includes instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.

**INTERNATIONAL BACCALAUREATE COURSES**

**IB ENGLISH A1, HL 1 (IHS)**
Grade: 11
Semesters: 2
Credit: 1 English
Prerequisite: Successful completion of English 1, 2 and or 3; teacher recommendation

**IB ENGLISH A1, HL 2 (IHS)**
Grade: 12
Semesters: 2
Credit: 1 English
Prerequisite: Successful completion of HL 1; teacher recommendation
The English A1 curriculum begins the summer before grade 11 with a mandatory reading assignment. Book selections and specific instructions will be distributed to students prior to the summer break. This course is designed to develop independent critical competency in the study of American and World Literature. IB English fosters a high level of achievement in reading, writing, speaking and research (literary criticism). The authors and literary works studied are chosen from the IB Prescribed List (PBL) for Language A1. Students will prepare written and oral analyses of the literary works studied. Writing assignments will include general exposition and research preparation for the extended essay. IB internal and external assessments include two in-depth written assignments and two oral presentations over the two-year period.

1) utilize the strategies of close reading and in-depth analysis.
2) explain the cultural, ethical, religious, intellectual, and/or emotional backgrounds of works and their effects on the individual’s response to literary works.
3) exhibit analytical and critical thinking and questioning skills.
4) apply the techniques of literary criticism.
5) examine the historical period and cultural context of selected author’s works.
6) analyze literary forms associated with particular periods of literary writing.
7) conduct comparative studies on the content, themes, styles and techniques, interpretations, and the approaches of authors of various genres.
8) evaluate patterns of logic that include summary, comparison-contrast, cause-effect, definition, classification, analysis, persuasion, evaluation, synthesis, and interpretation.

IB internal and external assessments include two in-depth written assignments and two oral presentations over the two-year period.
District 5 ELA Course Flowchart
(Recommended)

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MATHEMATICS

Standards
In grades 9-12, students extend their understanding and proficiency in all areas of mathematics. The courses are organized according to the South Carolina College and Career Standards for Mathematics. They describe the mathematical knowledge, skills and conceptual understandings expected of students. They indicate the content that will be taught and assessed for each course.

Middle School Carnegie Units
All students must earn four mathematics credits in order to be eligible to graduate in the state of South Carolina. While many students start earning mathematics credit at the middle school level, all students planning to continue their education at the college or university level are encouraged to take a math class in grades 9, 10, 11, and 12. A full school year without a mathematics course of study may cause students to struggle upon return to the rigor of higher level mathematics classes. The purpose of the credit-bearing mathematics courses at the middle school level is to encourage students who are ready, to take more mathematics courses at higher levels than possible with only four years of study. Many courses at all levels are available to students beyond the traditional study of Algebra 1, Geometry, and Algebra 2. Middle school students taking high school credit bearing courses will receive Carnegie Units for that course, the grade will be transcribed and included on their high school transcript and will be included in their high school GPA.

College Preparatory
The College Preparatory courses are designed to prepare students for college-level mathematics courses. These courses are rigorous, with emphasis placed on conceptual understanding and application in real-world contexts. The expectation is that students will be proficient at solving problems, attending to precision and using tools appropriately, seeing structure and patterns, modeling with mathematics, reasoning abstractly and quantitatively, explaining and justifying their reasoning and thinking using mathematical vocabulary.

Honors Courses
At the high school level (9-12), District Five offers honors courses in Geometry, Algebra 2 and Pre-Calculus. Algebra 1 Honors is only offered at the middle school level. Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. An honors course must have a published syllabus that verifies rigor sufficiently beyond the College Preparatory (CP) requirements. Depth in rigor, complexity, challenges and creativity beyond the College Preparatory (CP) course is required in honors level coursework. Students should approach the course with commitment and a strong work ethic in order to be successful.

Advanced Placement
Each school offers Advanced Placement courses for students who are academically ready for challenging college-level courses. Students may register for these courses if they have minimum scores established by the school on the PSAT, SAT, or ACT; an "A" or “B” final average in prerequisite courses; and evidence of a consistency in completing homework and class work. While these criteria are recommended, parents may choose to waive their child into an AP class even if the student does not meet these criteria. Syllabi for AP courses must be pre-approved by the College Board. South Carolina requires AP Course teachers to earn an AP endorsement on their teaching certificate. All students in AP courses must take an exam administered by the College Board. High performance on AP exams may result in college credit or advanced placement. The South Carolina Department of Education pays for the AP tests of students who are enrolled in AP courses.

End-of-Course Examination Program (EOCEP)
The Algebra 1 courses are based on South Carolina College and Career Ready Standards for Mathematics for Algebra 1. At the end of Algebra 1 or Intermediate Algebra, students will be administered the EOCEP. This test will count 20 percent of the final grade in the course for the student. All students will be given a copy of the academic standards for Algebra 1 at the beginning of the school year.

FOUNDATIONS IN ALGEBRA, COLLEGE PREPARATORY
Grade: 9  Semesters: 2  Credit: 1
Prerequisite: 8th Grade Pre-Algebra
Foundations in Algebra is the first course in a two-course sequence designed to prepare students for college and career readiness by providing a strong foundation in algebra, probability, and statistics. This course will build on the conceptual knowledge and skills students mastered in their middle level mathematics courses in the areas of algebraic thinking, geometry, measurement, probability, data analysis, and proportional reasoning. Students who complete this course will progress into Intermediate Algebra. This course uses a graphing calculator and other graphing utilities. This course is based on SC College and Career Ready Standards for Mathematics for Foundations in Algebra.
INTERMEDIATE ALGEBRA, COLLEGE PREPARATORY
Grade: 10,11
Prerequisite: Foundations in Algebra
Semesters: 2
Credit: 1
Intermediate Algebra is the second course in a two-course sequence designed to prepare students for college and career readiness by providing a strong foundation in algebra, probability, and statistics. This course builds on and extends the conceptual knowledge and skills students mastered in SC College and Career Ready Standards for Mathematics for Foundations in Algebra and in earlier grades in areas such as algebraic thinking, statistics, data analysis, and proportional reasoning. Students who complete this course will be required to participate in the statewide End-of-Course Examination Program. This course uses a graphing calculator and other graphing utilities. This course is based on SC College and Career Ready Standards for Mathematics for Intermediate Algebra.

ALGEBRA 1 LAB
Grade: 9
Prerequisite: 8th Grade Pre-Algebra
Semesters: 2
Credit: 1 Elective
This elective course is offered for students who desire additional support with algebraic and arithmetic concepts and skills to support mastery of the SC College and Career Ready Standards for Mathematics for Algebra 1. Special emphasis will be placed on skills essential for the EOCEP for Algebra 1. Students should be concurrently enrolled in an Algebra 1 course. Entrance into this course requires teacher recommendation and is based on past performance on SC State Testing, MAP, and introductory algebra skills.

ALGEBRA 1, COLLEGE PREPARATORY
Grade: 9, 10
Prerequisite: 8th Grade Pre-Algebra
Semesters: 2
Credit: 1
Algebra uses variables to generalize and extend the laws of arithmetic. The student will acquire facility in applying algebraic concepts and skills to real world problems. This course is the basis for all further study of college preparatory mathematics. A student enrolling in this course should have mastery of the fundamental concepts and operations of arithmetic and a basic understanding of linear relationships. This course will include the study of the real number system, linear equations and inequalities, polynomials and factoring, graphing and modeling of functions and relations, quadratic and exponential relationships, as well as irrational numbers and descriptive statistics. This course uses a graphing calculator and other graphing utilities. This course is based on SC College and Career Ready Standards for Mathematics for Algebra 1. All Algebra 1 students will be required to participate in the statewide End-of-Course Examination Program.

GEOMETRY, COLLEGE PREPARATORY
Grade: 9, 10, 11
Prerequisite: Algebra 1 or Foundations and Intermediate Algebra
Semesters: 2
Credit: 1
This course is intended to challenge motivated and capable students to begin to formalize their geometry experiences from elementary and middle school. This is done by strengthening algebraic skills so that students investigate the basic structure of geometry. Topics of study include: deductive reasoning through proof and problem solving, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, and developing precision of mathematical language. This course enables students to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning. Students will use a variety of tools including graphing utilities and dynamic software to represent and solve problems through modeling. This College Preparatory course is based on SC College and Career Ready Standards for Mathematics for Geometry and is designed to enrich critical thinking skills.

ALGEBRA WITH GEOMETRY LAB, COLLEGE PREPARATORY
Grade: 9, 10, 11
Prerequisite: Algebra 1
Semesters: 2
Credit: 1 Elective
This elective course is offered for students who desire additional support with algebraic and arithmetic concepts and who are concurrently enrolled in Geometry College Preparatory. Particular emphasis will be placed on simplifying expressions, solving equations, factoring, graphing, basic operations with fractions, whole numbers and decimals, and basic geometry and probability skills. Entrance into this course requires teacher recommendation and is based on past performance on SC State Testing, MAP and Algebra 1 skills.
GEOMETRY, HONORS
Grade: 9
Semesters: 2
Credit: 1
Prerequisite: Algebra 1 Honors
Building on their mastery of algebraic skills, students will investigate in greater depth the basic structure of geometry by exploring deductive reasoning through formal proofs and problem solving, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, and developing precision of mathematical language. This course enables students to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning. In this course, 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, diagrams, or other mathematical representations to analyze real-world situations and solve problems. Use of mathematical tools is important in creating and analyzing the mathematical representations used in the modeling process. In order to represent and solve problems, students should learn to use a variety of mathematical tools and technologies including graphing utilities and dynamic geometry software. This course meets the state requirements for honors courses and is based on SC College and Career Ready Standards for Mathematics for Geometry.

ALGEBRA 2, COLLEGE PREPARATORY
Grade: 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Algebra 1 or Foundations and Intermediate Algebra, and Geometry
This course is designed for college preparatory students who have successfully completed Algebra 1, or Foundations and Intermediate Algebra, and Geometry College Preparatory. Students build on their work with linear, quadratic, absolute value, and exponential functions, and extend their range of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and to solve equations, including solving quadratic equations over the set of complex numbers, solving exponential equations, and arithmetic and geometric sequences. This course requires the use of a graphing calculator. This College Preparatory course is based on SC College and Career Ready Standards for Mathematics for Algebra 2.

ALGEBRA 2, HONORS
Grade: 9, 10, 11
Semesters: 2
Credit: 1
Prerequisite: Algebra 1 Honors & Geometry Honors
This course is designed for students who have successfully completed Algebra 1 and Geometry at the honors level. Students study in greater depth linear, quadratic, and exponential functions, and extend their range of functions to include polynomial, rational, radical, and trigonometric functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, solving exponential equations, and arithmetic and geometric sequences. This course requires the use of a graphing calculator. This course meets the state requirements for honors courses and is based on SC College and Career Ready Standards for Mathematics for Algebra 2.

ALGEBRA 2 HONORS STEM
Grade: 9, 10
Semesters: 2
Credit: 1
Prerequisite: Algebra 1 Honors, Geometry Honors, Acceptance in the STEM Program
This course is designed for students who have successfully completed Algebra 1 and Geometry at the honors level. Students study in greater depth linear, quadratic, absolute value, and exponential functions, and extend their range of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, solving exponential equations, and arithmetic and geometric sequences. This course requires the use of a graphing calculator. This course meets the state requirements for honors courses and is based on SC College and Career Ready Standards for Mathematics for Algebra 2. The STEM designation is the result of a unique combination of technology focused lessons that integrate topics from multiple disciplines. Our unique courses explore current topics within the subject through collaboration among the teachers and STEM committee. As a STEM designated course it offers students deeper immersion into the theoretical concepts, lab skills, and logical writing styles required for success in AP courses. A final grade of 85 or higher is required to earn STEM credit for this course.

SAT/ACT-MATH
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Completion of Algebra 1 and Geometry; concurrent enrollment in Algebra 2
This course is designed as a complete program of test preparation for SAT and ACT. Skills acquired in this course should also enhance future academic success in the classroom. Special emphasis is placed on answer strategies based on content and structure of tests. Students review all types of mathematical problems with special emphasis on advanced arithmetic skills, Algebra 1, Geometry and Algebra 2. Simulated test-taking activities help students feel more comfortable and confident during testing situations. This course is strongly recommended for students during the 10th or 11th grades, or in the fall of the 12th grade. Students will be required to purchase the SAT course manual.
PROBABILITY AND STATISTICS COLLEGE PREPARATORY (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Algebra 1, Geometry, and Algebra 2, OR Foundations in Algebra, Intermediate Algebra, and Geometry
This course is a fourth math course option for students who have successfully completed Algebra 1, Geometry, and Algebra 2 or Foundations in Algebra, Intermediate Algebra, and Geometry. This course provides students the opportunity to study up-to-date statistical topics and techniques that will prepare them for success in post-secondary careers and statistics courses. Activities will involve students in collecting, displaying and interpreting data. Students will use graphing calculators and/or computer software to solve problems and produce charts and graphs. This course includes the following topics: design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of summarizing and analyzing data; probability (simple, compound and conditional); random variables (binomial, normal and t-distributions); sampling distributions; introductory inference techniques (intervals and hypothesis tests); and combinations and permutations (Fundamental Counting Principle). This course uses a graphing calculator and other graphing utilities. This College Preparatory course is based on SC College and Career Ready Standards for Mathematics for Probability and Statistics.

STATISTICS, ADVANCED PLACEMENT (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Algebra 2 Honors or Pre-Calculus College Preparatory and Teacher Recommendation
This college-level Advanced Placement course in Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study four broad conceptual themes: 1. exploring data: observing patterns and departures from patterns, 2. planning a study: deciding what and how to measure, 3. anticipating patterns: producing models using probability and simulation, and 4. statistical inference: confirming models. Students who complete the course and Advanced Placement Examination may receive credit and/or advanced placement for a one-semester introductory college statistics course if a qualifying score is obtained on the AP Exam given in May. This course requires the use of a graphing calculator. Content of this college-level course corresponds to the syllabus of the College Board Advanced Placement Program.

STATISTICS, ADVANCED PLACEMENT STEM (DFHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Algebra 2 Honors STEM
This college-level Advanced Placement course in Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study four broad conceptual themes: 1. exploring data: observing patterns and departures from patterns, 2. Planning a study: deciding what and how to measure, 3. Anticipating patterns: producing models using probability and simulation, and 4. Statistical inference: confirming models. Students who complete the course and Advanced Placement Examination may receive credit and/or advanced placement for a one-semester introductory college statistics course if a qualifying score is obtained on the AP Exam given in May. Content of this college-level course corresponds to the syllabus of the College Board Advanced Placement Program. This course requires the use of a graphing calculator. The STEM designation is the result of a unique combination of technology focused lessons that integrate topics from multiple disciplines. Our unique courses explore current topics within the subject through collaboration among the teachers and STEM committee. As a STEM designated course it offers students deeper immersion into the theoretical concepts, lab skills, and logical writing styles required for success in AP courses. A final grade of 80 or higher is required to earn STEM credit for this course.

DISCRETE MATHEMATICS, COLLEGE PREPARATORY (CHS, DFHS, SHHS)
Grade: 11, 12  Semesters: 2  Credit: 1
Prerequisite: Completion of Algebra 2
Discrete Mathematics is the study of mathematical properties of sets and systems that have a finite number of elements. The topics include set theory, logic, graph theory, numeration systems and number theory, consumer mathematics, probability, descriptive statistics, and apportionment ( fairness, voting methods). Modeling and understanding of finite systems is central to the development of the economy, computer science, the natural and physical sciences and mathematics itself. Discrete mathematics is a contemporary field of mathematics that is widely used in business and industry and is the mathematical language of computer science. This course uses a graphing calculator and other graphing utilities.

ALGEBRA 3, COLLEGE PREPARATORY (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Completion of Algebra 2
Algebra 3 is a fourth math course option after completing the required Algebra 1, Geometry and Algebra 2 courses. This course is designed for the student who has successfully completed Algebra 2, but is not yet ready for the academic rigor of Pre-Calculus. The course will review solving equations and inequalities, graphing, factoring, and systems of equations. Course content includes the study of conics and many types of functions: linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometric. Students completing this course are prepared for a subsequent study of Pre-Calculus either at the high school or at the college level. This course requires the use of a graphing calculator. This course is based on standards from SC College and Career Ready Standards for Mathematics.
PRE-CALCULUS, COLLEGE PREPARATORY
Grade: 11, 12  Credit: 1
Prerequisite: Algebra 1, Geometry and Algebra 2
This course is designed for students who have completed Algebra 2 at the college preparatory or honors level and who wish to experience a challenging introduction to college mathematics. The Pre-Calculus course content includes an in-depth study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, and radical. Topics in conics, complex numbers, and polar coordinates are also included in the course content. This course requires the use of a graphing calculator. The course prepares students for College Calculus Preparatory or Advanced Placement Calculus AB. This College Preparatory course is based on SC College and Career Ready Standards for Mathematics for Pre-Calculus.

PRE-CALCULUS, HONORS
Grade: 10, 11, 12  Credit: 1
Prerequisite: Algebra 1, Geometry, and Algebra 2 Honors
Course content includes a deeper study of the following functions: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in conics, complex numbers, polar coordinates and parametric equations are included in the course content. This course requires the use of a graphing calculator. This course meets the state requirements for honors courses and is based on SC College and Career Ready Standards for Mathematics for Pre-Calculus. This course prepares students for AP Calculus. Grade 10 students must meet prerequisites and have approval of the Math Department Chair.

CALCULUS, COLLEGE PREPARATORY
Grade: 11, 12  Credit: 1
Prerequisite: Pre-Calculus
This course is for students who have completed Pre-Calculus, and desire an introduction to college calculus, but elect not to enroll in Advanced Placement Calculus. Students review important mathematical principles from Pre-Calculus and extend into Calculus applications with each topic. Topics of study include primary functions such as polynomial and rational functions, trigonometric, exponential, and logarithmic functions; limits; derivatives; applications of differentiation; and basic integration. Students do not sit for an AP exam in Calculus College Preparatory and do not receive college credit, but do receive a high school mathematics credit and a strong course in basic college calculus. This course requires the use of a graphing calculator. This course is based on SC College and Career Ready Standards for Mathematics for non-AP Calculus.

CALCULUS AB ADVANCED PLACEMENT/CALCULUS AB LAB
Grade: 12  Credit: 1.0 AP; 1.0 Honors (lab)
Prerequisite: Pre-Calculus
This course provides a study of elementary functions and introductory college calculus. Topics of study include primary functions including polynomial and rational functions, trigonometric, exponential, and logarithmic functions, units, derivatives, applications of differentiation, and basic integration. This course requires the use of a graphing calculator. Course content corresponds to the syllabus established by the College Board Advanced Placement Program and equates to 1.5 semesters of college calculus. Students are required to take the AP Calculus AB Examination from which placement and/or credit may be awarded at the college level if a qualifying score is obtained. All students are concurrently enrolled in the Calculus AB Lab (honors weight) with this course.

CALCULUS BC, ADVANCED PLACEMENT/CALCULUS BC LAB
Grade: 11, 12  Credit: 1.0 AP; 1.0 Honors (lab)
Prerequisite: Pre-Calculus Honors
Calculus BC extends the Calculus AB content to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course requires the use of a graphing calculator. AP Calculus BC content corresponds to the syllabus established by the College Board Advanced Placement Program is roughly equivalent to both first and second semester college calculus courses. Students are required to take the AP Calculus BC Examination from which placement and/or credit may be awarded at the college level if a qualifying score is obtained. Students will also receive a Calculus AB sub-score from the AP Exam. Pre-Calculus Honors is a prerequisite for this course. It is recommended that students make an A or B in Pre-Calculus Honors and a score of at least 550 on PSAT.
COMPUTER SCIENCE A, ADVANCED PLACEMENT (CHS, DFHS, IHS)
Grade: 10, 11, 12      Semesters: 2      Credit: 1 Elective
Prerequisite: Computer Programming 1 or Instructor Approval; Algebra 2 or concurrent enrollment
The major emphasis in the AP Computer Science A course is on programming methodology, algorithms, and data structures in the JAVA programming language. JAVA is used as a tool to study the design and implementation of computer science. Students will learn the fundamentals of program design and data structures in computer science, analysis of the problem, developing program specifications, implementing the solution using top-down methodology. This course is designed for those students who have a serious interest in computer science and who have already explored some basic programming, such as JavaScript. Internet access at home is required for obtaining assignments and research. Students who complete the course must take the Advanced Placement Examination and may receive credit and/or advanced placement for a one semester introductory college course if a qualifying score is obtained on the AP Exam. Content of this college-level course corresponds to the syllabus of the College Board Advanced Placement Program.

COMPUTER SCIENCE PRINCIPLES, ADVANCED PLACEMENT (DFHS, SHHS)
Grade: 10, 11, 12      Semesters 2      Credit: 1 Elective
Prerequisite: Computer Programming 1
AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming language or tool. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

VECTOR CALCULUS (DFHS, IHS)
Grade: 12      Semesters: 2      Credit: 1
Prerequisite: Calculus BC
Topics of study include vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green’s theorem in the plane. Students will be responsible for paying the tuition and arranging transportation to and from the University of South Carolina, Columbia.
INTERNATIONAL BACCALAUREATE MATHEMATICS, HL 2 (IHS)
Grade: 12
Seminesters: 2
Credit: 1
Prerequisite: Successful completion of Mathematics, HL 1 and teacher recommendation
This course is designed to provide a stronger math foundation for students who want to major in mathematically oriented fields in college. Students will develop mathematical knowledge, concepts and principles; develop logical, critical and creative thinking; and employ and refine their powers of abstraction and generalization. Students will be encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. While the focus is on rigorous mathematical concepts, students will be introduced to real-world applications and interdisciplinary connections of these concepts. Students will use modern technology and standard international notation throughout the course. This course goes into greater depth than the Standard Level course in these topics: trigonometry, statistics and calculus. Students will complete a course project, which will be assessed using IB Scoring Criteria. Students in this class will take the IB Mathematics HL Exam at the conclusion of the course. Students will need a graphing calculator for class.

INTERNATIONAL BACCALAUREATE MATHEMATICS, SL (IHS)
Grade: 11 or 12
Seminesters: 1
Credit: 1
Prerequisite: Mathematics Seminar SL or Pre-Calculus; teacher recommendation
This course is designed to provide a stronger math foundation for students who want to pursue further work in mathematics at the University level. Students will develop mathematical knowledge, concepts and principles; develop logical, critical and creative thinking; and employ and refine their powers of abstraction and generalization. Students will be encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. While the focus is on rigorous mathematical concepts, students will be introduced to real-world applications and interdisciplinary connections of these concepts. Students will use modern technology and standard international notation throughout the course. Students will complete a course project, which will be assessed using IB Scoring Criteria. Students in this class will take the IB Mathematics SL Exam at the conclusion of the course. Students will need a graphing calculator for class.

INTERNATIONAL BACCALAUREATE MATHEMATICS–ANALYSIS AND APPROACHES SL (IHS)
Grade: 11 or 12
Seminesters: 2
Credit: 1
Prerequisite: Algebra 2 or teacher recommendation
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications with and without technology.

INTERNATIONAL BACCALAUREATE MATHEMATICS–ANALYSIS AND APPROACHES HL 1 (IHS)
Grade: 11 or 12
Seminesters: 2
Credit: 1
Prerequisite: Algebra 2 or teacher recommendation
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology.

INTERNATIONAL BACCALAUREATE MATHEMATICS–APPLICATION AND Interpretation SL (IHS)
Grade: 11 or 12
Seminesters: 2
Credit: 1
Prerequisite: Geometry or teacher recommendation
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics. Those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

INTERNATIONAL BACCALAUREATE MATHEMATICS–APPLICATION AND Interpretation HL 1 (IHS)
Grade: 11 or 12
Seminesters: 2
Credit: 1
Prerequisite: Algebra 2
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics. Those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.
Mathematics

Grade 8
- 8th Grade Pre Algebra
  - Algebra 1 CP
  - Foundations in Algebra CP

Grade 9
- Algebra 1 Honors
  - Geometry Honors or Geometry CP
- Algebra 1 CP
  - Geometry CP

Grade 10
- Algebra 2 Honors
  - Probability & Statistics CP
- Algebra 2 CP
  - Algebra 2 Honors
  - Probability & Statistics CP

Grade 11
- Algebra 2 CP
  - Probability & Statistics CP
- Algebra 2 Honors
  - Probability & Statistics CP
- AP Statistics and/or Pre Calculus Honors

Grade 12
- Algebra 3 CP
  - Probability & Statistics CP or AP Statistics
- Pre Calculus CP
  - Probability & Statistics CP or AP Statistics
- AP Calculus AB or AP Calculus BC
- AP Calculus AB or AP Calculus BC
SCIENCE

Science teachers recommend that all students take one course in each of the three fields: physical, earth and life science. Students planning on majoring in science, medical, or engineering fields are encouraged to register for science elective courses. Students should enroll in elective courses only after completing recommended requirements for graduation and/or college admission. Science requires logical mathematical reasoning. Students and parents are encouraged to closely follow mathematics recommendations when registering for science courses. People such as mathematicians, engineers, physicians, biologists, chemists, physicists, researchers, astronomers, and other scientists must exhibit developed logical-mathematical intelligence to function successfully in these careers.

College Preparatory

The College Preparatory courses are designed to prepare students for college-level science courses such as freshman biology or chemistry. These courses are rigorous and fast-paced. Emphasis is placed on theoretical development of current scientific knowledge as well as applications of this knowledge. Students develop critical thinking skills through problem solving, independent work, and laboratory investigations.

Honors

These courses are designed for students who are exceptionally strong in areas of logical-mathematical reasoning, as well as in verbal-linguistic abilities. Honors science courses are rigorous, fast-paced courses that focus on current scientific knowledge and the theoretical development of this knowledge. These courses prepare students to be successful in science courses at the most highly selective colleges and universities. Students are expected to use critical thinking and abstract reasoning skills to solve problems and to complete independent work. Emphasis is placed on laboratory investigations and mathematical problem-solving.

Advanced Placement Courses

Each school offers Advanced Placement courses for students who are academically ready for challenging college-level courses. Students may register for these courses if they have minimum scores established by the school on the PSAT, SAT, or ACT; an “A” or “B" in Honors courses; and evidence of consistency in completing homework and classwork. While these criteria are recommended, parents may choose to waive their child into an AP class even if the student does not meet these criteria. Syllabi for AP course must be pre-approved by the College Board. South Carolina requires that teachers of AP courses earn an AP endorsement on their teaching certificate. In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight. High performance on AP exams may result in college credit or advanced placement. The SC Department of Education pays for the AP tests of students enrolled in AP courses.

End-of-Course Examination Program (EOcep)

The Biology course is based on the South Carolina Science Standards. All students will be given a copy of the course standards at the beginning of the school year. At the end of this course, students will take the South Carolina End-of-Course Test based on these standards. This test will count 20 percent of the final grade in this course and the result will be indicated on the student’s report card. Successful completion of Biology 1 is required for a high school diploma.

The following courses are offered and provide the foundation courses in science for high school graduation and post-secondary/college preparation.

<table>
<thead>
<tr>
<th>PHYSICAL SCIENCE, COLLEGE PREPARATORY</th>
<th>(CHS, DFHS, IHS, SHHS)</th>
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<tbody>
<tr>
<td>Grade: 9</td>
<td>Credit: 1</td>
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<tr>
<td>Semesters: 2</td>
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</table>

This course is the foundation course and is designed to provide students with knowledge of science principles involved in everyday living in the 21st century. Units of study include a semester of basic chemistry with topics in properties of matter, atomic structure, and chemical reactions, and a semester of basic physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism. Students will find this course excellent preparation for College Preparatory Biology 1, Chemistry 1, and Physics 1. Skills for this course are correlated with skills learned in Algebra 1, College Preparatory. This course is not a lab science.

<table>
<thead>
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<tr>
<td>Grade: 9</td>
<td>Credit: 1</td>
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<tr>
<td>Semesters: 2</td>
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<tr>
<td>Prerequisite: Algebra 1</td>
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This course is designed for students performing at an advanced level in mathematics and science. It involves intensive study of physical science principles in preparation for further study in Honors and Advanced Placement high school science courses and college courses for science majors. Units of study include a semester of basic chemistry with topics in properties of matter, atomic structure, and chemical reactions and a semester of basic physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism. Exploration of these topics through hands-on lab work using research techniques is emphasized. Skills for this course are correlated with skills learned in Algebra 1 and Geometry Honors. This course is not a lab science.
PHYSICAL SCIENCE, HONORS, STEM (DFHS)
Grade: 9 Semesters: 2 Credit: 1
Prerequisite: Algebra 1, Acceptance in the STEM Program
This course is designed for students performing at an advanced level in mathematics and science. It involves intensive study of physical science principles in preparation for further study in Honors and Advanced Placement high school science courses and college courses for science majors. Units of study include a semester of basic chemistry with topics in properties of matter, atomic structure, and chemical reactions, and a semester of basic physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism. Exploration of these topics through hands-on lab work using research techniques is emphasized. Skills for this course are correlated with skills learned in Algebra 1 and Geometry Honors.

The STEM designation is the result of a unique combination of technology focused lessons that integrate topics from multiple disciplines. Our unique courses explore current topics within the subject through collaboration among the teachers and STEM committee. As a STEM designated course it offers students deeper immersion into the theoretical concepts, lab skills, and logical writing styles required for success in AP courses. A final grade of 80 or higher is required to earn STEM credit for this course. This course is not a lab science.

BIOLOGY 1, COLLEGE PREPARATORY (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12 Semesters: 2 Credit: 1
Prerequisite: Physical Science College Preparatory
This course emphasizes lab techniques, information about biology in the rapidly changing world, and an understanding of the critical relationships between the environment and the functioning of organisms. Topics include cells as a system, energy transfer, inheritance and variation of traits, unity and diversity, ecosystem dynamics, and comprehensive health. This course prepares students for second year biology courses and/or college biology. Students are required to take the S.C. End-of-Course Test in Biology which counts 20 percent of the final course grade. Successful completion of Biology is required for a high school diploma. This is a lab science course.

BIOLOGY 1, HONORS (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12 Semesters: 2 Credit: 1
Prerequisite: Physical Science Honors or teacher recommendation
This rigorous course is designed for the college-bound student planning a major in a scientific field. Biological concepts are studied in great depth, and the student is required to apply these concepts to various situations and projects. This course serves as a foundation for AP Biology and/or a biology major in college. Topics covered include cells as a system, energy transfer, inheritance and variation of traits, unity and diversity, ecosystem dynamics, and comprehensive health. Students will be required to take the S.C. End-of-Course Test in Biology which counts 20 percent of the final course grade. Successful completion of Biology is required for a high school diploma. This is a lab science course.

CHEMISTRY 1, COLLEGE PREPARATORY (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Biology 1 College Preparatory and Physical Science College Preparatory
This course is designed to prepare students for traditional freshman college chemistry. Concepts of chemistry including atomic structure and nuclear processes, bonding and chemical formulas, states of matter, solutions, acids and bases, chemical reactions, thermochemistry, and chemical kinetics will be covered. In the laboratory, emphasis will be placed on developing proper lab techniques. This is a lab science course.

CHEMISTRY 1, HONORS (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12 Semesters: 2 Credit: 1
Prerequisite for students in grades 10-12: Physical Science Honors or Biology 1 Honors and teacher recommendation
Prerequisite for students in grade 9: Concurrent enrollment in Algebra II Honors
Students will be required to use critical thinking as they explain atomic structure and nuclear processes, bonding and chemical formulas, states of matter, solutions, acids and bases, chemical reactions, thermochemistry, and chemical kinetics. Emphasis is placed on
CHEMISTRY 1, HONORS, STEM

Credit: 1
Grade: 9, 10
Semesters: 2
Prerequisite for students in grade 10: Physical Science Honors, or Biology I Honors STEM, Acceptance into the STEM Program
Prerequisite for students in grade 9: Concurrent enrollment in Algebra II Honors, Acceptance into the STEM Program
Students will be required to use critical thinking as they explain atomic structure and nuclear processes, bonding and chemical formulas, states of matter, solutions, acids and bases, chemical reactions, thermochemistry and chemical kinetics. Emphasis is placed on quantitative analysis of laboratory experiments. This course is intended for students who have a strong math background and who are interested in pursuing a medical, engineering, or pure science career. This is a lab science course.

EARTH SCIENCE, COLLEGE PREPARATORY

Credit: 1
Grade: 11, 12
Prerequisite: Biology I College Preparatory, Chemistry I College Preparatory (may be concurrent)
The five core areas addressed in the Earth Science are astronomy and Earth’s geosphere, paleobiosphere, atmosphere, and hydrosphere. Students will engage in scientific and engineering practices as a means to learn about specific topics identified for this course. This is a lab science course.

EARTH SCIENCE, HONORS

Credit: 1
Grade: 10, 11
Prerequisite: Biology 1 Honors, Chemistry 1 Honors (may be concurrent)
This rigorous course is designed for the college-bound student planning to pursue a career in science, technology, engineering, or mathematics. The five core areas addressed in the Earth Science are astronomy and Earth’s geosphere, paleobiosphere, atmosphere, and hydrosphere. Students will engage in scientific and engineering practices as a means to learn about specific topics identified for this course. These topics will be covered in great depth and the student is required to apply these concepts to various situations and projects. This is a lab science course.

PHYSICS 1, COLLEGE PREPARATORY

Credit: 1
Grade: 11, 12
Semesters: 2
Prerequisite: Physical Science College Preparatory, and Biology 1 College Preparatory
This course emphasizes lab techniques, learning about physics in a rapidly changing technological world, and developing an understanding of the basic nature of forces in our world. The two core areas covered in Physics 1 are Interactions and Forces: linear motion; changes in motion; contact forces; noncontact forces and fields; and Interactions and Energy: conservation of energy transfer and work; mechanical and thermal energy; sound, electricity and magnetism; radiation; and nuclear energy. Primary emphasis will be placed on solving problems that deal with the physical universe. Skills for this course are correlated with skills learned in Pre-Calculus (College Preparatory or Honors). This course prepares students for college physics courses. This is a lab science course.

PHYSICS 1, HONORS

Credit: 1
Grade: 11, 12
Semesters: 2
Prerequisite: Honors Physical Science or Biology I Honors
This rigorous course deals with the relationship between matter and energy. The two core areas covered in Physics 1 are Interactions and Forces: linear motion; changes in motion; contact forces; noncontact forces and fields; and Interactions and Energy: conservation of energy transfer and work; mechanical and thermal energy; sound, electricity and magnetism; radiation; and nuclear energy. Major emphasis will be on laboratory expertise and problem solving. Students are expected to demonstrate advanced mathematical and computational thinking as well as complex data analysis. Skills for this course are correlated with skills taught in Pre-Calculus Honors. This course is designed for students who plan to major in science or engineering at the college/university level. This is a lab science course.

The following elective courses offer students extra knowledge and skills in science in preparation for post-secondary education and careers. These courses may count toward the science graduation requirement for science credits. Any science course for which Biology, Chemistry, Physics, or Earth Science is a prerequisite is a lab science course.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grade, Semesters</th>
<th>Credit</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>ANATOMY AND PHYSIOLOGY, COLLEGE PREPARATORY</td>
<td>11, 12, 2</td>
<td>1</td>
<td>Successful completion of two science credits, including Biology 1 CP and concurrent enrollment in Chemistry 1 CP. This is a rigorous course designed to familiarize students with the structure and function of the human body.</td>
</tr>
<tr>
<td>ANATOMY AND PHYSIOLOGY, HONORS</td>
<td>10, 11, 2</td>
<td>1</td>
<td>Recommend Biology Honors and concurrent enrollment in Chemistry. This is a rigorous course designed to familiarize students with the structure and function of the human body.</td>
</tr>
<tr>
<td>ASTRONOMY, COLLEGE PREPARATORY</td>
<td>10, 11, 2</td>
<td>1</td>
<td>Physical Science. This course is designed to mirror a similar semester course offered at the college level. Topics include the nature and history of astronomy as a science, the organization of the universe, methods used to study the universe, the nature of light and telescopes, and selected topics including the moon, the sun, stellar evolution, black holes, and cosmology. This course is not a lab science.</td>
</tr>
<tr>
<td>BIOLOGY, ADVANCED PLACEMENT</td>
<td>10, 11, 2</td>
<td>2</td>
<td>Biology 1 Honors and Chemistry 1 Honors (may be taken concurrently) or Biology 1 College Preparatory and Chemistry 1 College Preparatory with teacher recommendation. This rigorous college-level course is designed for students with superior academic ability, active interest in the life sciences, and a desire for challenge. The AP Biology course is designed to meet the objectives of 8-10 college semester hours of freshman biology. AP Biology focuses on developing enduring understanding and supporting content knowledge related to the 4 Big Ideas of the AP Biology Curriculum Framework. The 4 Big Ideas include the overarching themes of evolution, utilization of energy, principles of genetics, and systems interactions. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students are required to take the Advanced Placement Biology test. This is a double-blocked course; all students are concurrently enrolled in the Biology AP Lab (honors weight).</td>
</tr>
<tr>
<td>CHEMISTRY 2, COLLEGE PREPARATORY</td>
<td>11, 12, 2</td>
<td>1</td>
<td>Chemistry 2 is intended to provide a foundation for a college-level Chemistry course. It will allow students to discover how various carbon compounds are an essential aspect of life. It will consist of a review of principles covered in Chemistry 1 and continue with in-depth coverage of compounds and their properties and reactivity. Students will continue to refine laboratory and writing skills through small group inquiry, experiments, and projects.</td>
</tr>
<tr>
<td>CHEMISTRY 2, HONORS</td>
<td>11, 12, 2</td>
<td>1</td>
<td>Chemistry 2 Honors. Chemistry 2 is intended to provide a foundation for a college-level Chemistry course. It will allow students to discover how various carbon compounds are an essential aspect of life. It will consist of a review of principles covered in Chemistry 1 CP and Honors and continue with in-depth coverage of compounds and their properties and reactivity. At the honors level of Chemistry 2, students will cover properties, characteristics and reactions of carbon-based compounds. To further prepare students for an introductory college level course, students will be exposed to mechanisms, energy changes and electron movement occurring within these reactions. In addition, students will research how these reactions have developed medicine, industry and materials and influenced our relationship with food and the environment. Students will continue to refine laboratory and writing skills through small group inquiry, experiments, and projects.</td>
</tr>
</tbody>
</table>
CHEMISTRY, ADVANCED PLACEMENT (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 2
Prerequisite: Chemistry 1 Honors or Chemistry 1 College Preparatory with teacher recommendation
This rigorous college-level course is designed for the accelerated student who plans to be a science, pre-med, or engineering major. Students must take the three-hour Chemistry Advanced Placement Examination. The AP Chemistry course is designed to meet the objectives of 8-10 college semester hours of freshman chemistry. For some students, this course enables them to take second-year work as freshmen in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course contributes to the development of analytical reasoning skills and the expression of ideas both orally and in writing. Skills for this course are correlated with skills taught in Calculus. This is a double-blocked course; all students are concurrently enrolled in the Chemistry AP Lab (honors weight).

ENVIRONMENTAL SCIENCE, COLLEGE PREPARATORY (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Biology 1 College Preparatory
Environmental Studies is a multidisciplinary course that utilizes a variety of teaching methodology to address key concepts regarding aspects of environmental science. Laboratory experiences and project-based applications will help students learn about pollution and conservation topics relevant in the 21st century.

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (CHS, DFHS, SHHS)
Grade: 10, 11, 12 Semesters: 2 Credit: 1
Prerequisite: Biology 1 College Preparatory and Chemistry 1 College Preparatory (may be concurrent)
The AP Environmental Science course content reflects what is found in most introductory college environmental science courses. This interdisciplinary course is based on the following foundational themes: science is a process, energy conversion and conservation, Earth is interconnected, human impact on the environment, environmental problems have a cultural and social context, and human survival depends on sustainability. The course covers the following topics: Earth systems and resources, the living world, population biology, land and water use, energy resources and consumption, pollution, and global change. Lab and field investigations are important components of the AP Environmental Science course.

FORENSIC SCIENCE, COLLEGE PREPARATORY (CHS, DFHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Biology 1 College Preparatory and Chemistry 1 College Preparatory
This second year chemistry class is for students who are interested in the forensic science aspects of chemistry. The course will briefly review chemistry topics taught previously using a forensic science perspective. After a brief review, the course will focus on analytical chemistry as it pertains to forensic science in terms of evidence collection, drug chemistry, arson investigations, the chemistry of explosions, estimating the time of death, dirty bombs, nuclear terrorism, poisons, and fingerprint analysis. Topics studied will include kinetics, equilibrium, biochemistry, and organic chemistry. The laws and ethics of crime scene investigation will also be incorporated. The course is lab-based.

MARINE SCIENCE, COLLEGE PREPARATORY (CHS, DFHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Physical Science and Biology
Marine Science is a course that will prepare students in the studies of organisms that make the ocean their home. Students will study the non-living or geological, chemical, physical, and chemical parts of the marine environment. The students will also be introduced to the past and present influences of marine life.

MARINE SCIENCE, HONORS (DFHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Honors Biology and Honors Chemistry
Marine Science is an in-depth study of the living, chemical, geological and physical components of the global ocean. This study includes ichthyology, mammalogy, marine invertebrates, ocean chemistry, the physics of ocean waves, tides, and floor activities. Technology associated with ocean study will be addressed in addition to economic and environmental legislation specific to ocean and fresh water systems. Any student interested in the biological sciences, marine mammals, and oceanography should consider this course.

PHYSICS 1, ADVANCED PLACEMENT (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite or Co-requisite: Pre-calculus Honors
This physics course is designed for students who plan to major in science or engineering and is equivalent to one semester of a non-calculus-based college physics course. In most colleges, this semester course with a laboratory component prepares students for more advanced calculus-based physics and engineering courses. This course also provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences. Topics include Newtonian mechanics (including rotational motion); work, energy,
and power; mechanical waves and sound; and introductory, simple circuits. Major emphasis will be on laboratory expertise and problem solving. Students will take the Advanced Placement Physics 1 Exam at the completion of the course. AP Physics 1 & 2 may be offered as a double-blocked course, with both classes carrying Advanced Placement weight.

**PHYSICS 2, ADVANCED PLACEMENT**

* Grade: 11, 12
* Semesters: 2
* Prerequisite or Co-requisite: Pre-calculus Honors
* Credit: 1

This physics course is designed for students who plan to major in science or engineering and is equivalent to one semester of a non-calculus-based college physics course. In most colleges, this semester course with a laboratory component prepares students for more advanced calculus-based physics and engineering courses. This course also provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences. Topics include fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Major emphasis will be on laboratory expertise and problem solving. Students will take the Advanced Placement Physics 2 Exam at the completion of the course. AP Physics 1 & 2 may be offered as a double-blocked course, with both classes carrying Advanced Placement weight.

**PHYSICS, ADVANCED PLACEMENT-C**

* Grade: 11, 12
* Semesters: 2
* Prerequisite: Physics 1 Honors or AP Physics 1 & 2, concurrent enrollment in Calculus, and teacher recommendation.
* Credit: 1

This second year physics course is designed for students who plan to major in science or engineering at the university level and is equivalent to one semester (3-5 semester hours) of a calculus-based college physics course. In most colleges, this is a semester course with a lab component and is the usual preparation for more advanced physics and engineering courses. The Physics C course provides a foundation in physics for students in the physical sciences (chemistry and physics), engineering, as well as other fields directly related to science. Topics include motion, Newton’s Laws, mechanical energy, rotational mechanics, and oscillation. Major emphasis will be on laboratory expertise and problem solving. Students will take the Advanced Placement Physics C Exam at the completion of this course.

**SCIENCE RESEARCH AND LAB TECHNICIAN, COLLEGE PREPARATORY**

* Grade: 11, 12
* Semesters: 1
* Prerequisite: Chemistry 1 (may be taken concurrently) and the Science Department Chair’s signature.
* Credit: .5

Student laboratory research assistants will be assigned to the department chair, will conduct independent research in science, and will assist in setting up laboratory materials.

**INTERNATIONAL BACCALAUREATE BIOLOGY, HL 1**

* Grade: 11
* Semesters: 2
* Prerequisites: Honors Biology 1 and Honors Chemistry 1; teacher recommendation
* Credit: 1

The purpose of the course is to provide an introduction to biology using a logical presentation of the content combined with a focus on four key concepts: 1) The relationship between structure and function, 2) Universality is present in many diverse ways, 3) The importance of dynamic equilibrium within systems, and 4) Evolution is the underlying and unifying theme. Students will have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format will include a variety of instructional methods including class discussion, individual and group research projects, numerous laboratory activities, and lecture. Assessment will include unit tests, quizzes, lab reports, the Internal Assessment of the practical scheme of work, the Group 4 Project, and various other projects and activities in preparation for the External Assessment.

**INTERNATIONAL BACCALAUREATE BIOLOGY, HL 2**

* Grade: 12
* Semesters: 2
* Prerequisites: Successful completion of Biology HL 1
* Credit: 1

The purpose of the course is to provide an introduction to biology using a logical presentation of the content combined with a focus on four key concepts: 1) The relationship between structure and function, 2) Universality is present in many diverse ways, 3) The importance of dynamic equilibrium within systems, and 4) Evolution is the underlying and unifying theme. Students will have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format will include a variety of instructional methods including class discussion, individual and group research projects, numerous laboratory activities, and lecture. Assessment will include unit tests, quizzes, lab reports, the Internal Assessment of the practical scheme of work, the Group 4 Project, and various other projects and activities in preparation for the External Assessment.
INTERNATIONAL BACCALAUREATE CHEMISTRY, SL (IHS)
Grade: 11 or 12  Semesters: 2  Credit: 1
Prerequisites: Biology and Chemistry
The purpose of the course is to provide an introduction to chemistry using a logical presentation of the content combined with a focus on the following concepts: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. Students will explore additional options in content beyond the core curriculum. Laboratory activities are crucial to the learning process to provide students with an opportunity to design experiments, investigate matter and energy, and to develop skills needed to present information to the global scientific community. Students will have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format will include a variety of instructional methods including class discussion, individual and group experiments, computer aided labs and learning, and lecture. This is a single-year Chemistry course geared for IB students who intend on going to college, who may choose to major in science.

INTERNATIONAL BACCALAUREATE CHEMISTRY, HL 1 (IHS)
Grade: 11  Semesters: 2  Credit: 1
Prerequisites: Honors Biology and Honors Chemistry; teacher recommendation
The purpose of the course is to provide an introduction to chemistry using a logical presentation of the content combined with a focus on the following concepts: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. Students will explore additional options in content beyond the core curriculum. Laboratory activities are crucial to the learning process to provide students with an opportunity to design experiments, investigate matter and energy, and to develop skills needed to present information to the global scientific community. Students will have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format will include a variety of instructional methods including class discussion, individual and group experiments, computer aided labs and learning, and lecture. Assessment will include unit tests, quizzes, lab reports, the Internal Assessment of the practical scheme of work, the Group 4 Project, and various other projects and activities in preparation for the External Assessment. Students who commit to this two-year course of study will be prepared for a science or engineering major in college.

INTERNATIONAL BACCALAUREATE CHEMISTRY, HL 2 (IHS)
Grade: 12  Semesters: 2  Credit: 1
Prerequisites: Successful completion of Chemistry HL 1.
The purpose of the course is to provide an introduction to chemistry using a logical presentation of the content combined with a focus on the following concepts: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. Students will explore additional options in content beyond the core curriculum. Laboratory activities are crucial to the learning process to provide students with an opportunity to design experiments, investigate matter and energy, and to develop skills needed to present information to the global scientific community. Students will have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format will include a variety of instructional methods including class discussion, individual and group experiments, computer aided labs and learning, and lecture. Assessment will include unit tests, quizzes, lab reports, the Internal Assessment of the practical scheme of work, the Group 4 Project, and various other projects and activities in preparation for the External Assessment. Students who commit to this two-year course of study will be prepared for a science or engineering major in college.

INTERNATIONAL BACCALAUREATE ENVIRONMENTAL SYSTEMS AND SOCIETIES, SL (IHS)
Grade: 11 or 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of CP or Honors Biology
This course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. Furthermore, it promotes critical awareness of diverse cultural perspectives. Students will develop a sound understanding of the interrelationships between environmental systems and societies, rather than a pure journalistic appreciation of environmental issues. Also, students will be able to recognize how technology plays a dual role in causing and resolving environmental problems. This interdisciplinary subject, environmental systems and society, combines the experimental sciences with individuals and societies. This course adds flexibility to the IB course of study selection because it satisfies requirements for Groups 3 and 4.

INTERNATIONAL BACCALAUREATE PHYSICS, SL (IHS)
Grade: 11 or 12  Semesters: 2  Credit: 1
Prerequisites: Honors or CP Biology, as well as a teacher recommendation.
This 150 contact hour course is designed to be a survey of the main concepts in a college Physics course. These topics include Mechanics, Thermal Physics, Waves (both sound and light), Electricity and Magnetism, Atomic and Nuclear Physics, as well as Climate Change. There will be a hefty lab component for the students who learn best by manipulating laboratory equipment.
INTERNATIONAL BACCALAUREATE PHYSICS, HL 1 (IHS)  
Grade: 11  
Semesters: 2  
Credit: 1  
Prerequisites: Honors or CP Biology, as well as a teacher recommendation.  
This 220 contact hour course encompasses all of the same topics as the SL course, but with greater depth. These topics include Mechanics, Thermal Physics, Waves (both sound and light), Electricity and Magnetism, Atomic, Nuclear Physics, Climate Change as well as Electromagnetic Induction, Quantum Physics, and Digital Technology. A complete lab experience is included in this course as well. College credit may be earned for this course based on comprehensive IB HL Physics scores.

INTERNATIONAL BACCALAUREATE PHYSICS, HL 2 (IHS)  
Grade: 12  
Semesters: 2  
Credit: 1  
Prerequisites: Successful completion of Physics HL 1.  
This 220 contact hour course encompasses all of the same topics as the SL course, but with greater depth. These topics include Mechanics, Thermal Physics, Waves (both sound and light), Electricity and Magnetism, Atomic, Nuclear Physics, Climate Change as well as Electromagnetic Induction, Quantum Physics, and Digital Technology. A complete lab experience is included in this course as well. College credit may be earned for this course based on comprehensive IB HL Physics scores.
### Science Course Offerings

**Recommended Core Science Course Sequence in Bold.**

Check College Catalogs or Websites for Science Course Requirements

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science CP</td>
<td>Biology 1 CP</td>
<td>Chemistry 1 CP</td>
<td>Physics 1 CP</td>
</tr>
<tr>
<td></td>
<td>Astronomy (CHS, DFHS, IHS)</td>
<td>Anatomy &amp; Physiology CP</td>
<td>Anatomy &amp; Physiology CP</td>
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<tr>
<td></td>
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<td>Astronomy CP (CHS, DFHS, IHS)</td>
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<td>Earth Science CP</td>
<td>Earth Science CP</td>
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<td>Environmental Science CP</td>
<td>Environmental Science CP</td>
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<td>Marine Science CP (CHS, DFHS)</td>
<td>Forensic Science CP (CHS, DFHS)</td>
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<td></td>
<td>Science Research &amp; Lab Tech CP (CHS, IHS)</td>
<td>Marine Science CP (CHS, DFHS)</td>
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<td></td>
<td></td>
<td>AP Environmental Science (CHS, DFHS, SHHS)</td>
<td>Science Research &amp; Lab Tech CP (CHS, IHS)</td>
</tr>
<tr>
<td>Biology 1 Honors and/or Physical Science Honors</td>
<td>Chemistry 1 Honors</td>
<td>Physics 1 Honors</td>
<td>Earth Science Honors</td>
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<tr>
<td>Chemistry 1 Honors</td>
<td>Anatomy &amp; Physiology Honors</td>
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<td></td>
<td>AP Biology</td>
<td>Chemistry 2 Honors (DFHS)</td>
<td>Marine Science Honors (DFHS)</td>
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<td></td>
<td>AP Environmental Science (CHS, DFHS, SHHS)</td>
<td>Earth Science Honors</td>
<td>AP Biology</td>
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<tr>
<td></td>
<td>Earth Science Honors</td>
<td>Marine Science Honors (DFHS)</td>
<td>AP Chemistry</td>
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<td></td>
<td>AP Seminar (CHS, DFHS, SHHS)</td>
<td>Science Research &amp; Lab Tech CP (CHS, DFHS, SHHS)</td>
<td>AP Environmental Science (CHS, DFHS, SHHS)</td>
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<td>AP Physics 1</td>
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<td>AP Physics 2</td>
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- A South Carolina End of Course Evaluation Program test in biology will be administered based on SC Science Standards. In order to receive a South Carolina High School Diploma, students must pass Biology.
- Students may take any course listed under the bold course if the pre-requisites have been met.
- The South Carolina Commission on Higher Education requires that students receive three laboratory science credits for admission to a four-year college or university. Courses in general or introductory science (i.e. physical science, astronomy) for which one of these four units is not a prerequisite will not meet this requirement.
- Students may enroll in more than one science course per semester/academic year.

*If there is not a school name indicated in parenthesis next to a course, this course is offered at all high schools in the district.
SOCIAL STUDIES

The Social Studies courses offered by School District 5 are based on the South Carolina Social Studies Academic Standards for World Geography, World History, United States History and Constitution, United States Government, and Economics. Elective courses are also offered to meet the varied interests of students. Social Studies Literacy Standards are addressed in every course with an emphasis on reading, writing, research, and problem solving skills.

College Preparatory

The College Preparatory courses are designed to prepare students for college-level history and social science classes. These courses focus on the development of historical and analytical thinking through reading and interpreting primary and secondary sources and on argumentative writing based on mastery of the content included in the South Carolina Social Studies standards. The expectation is that students will be proficient at reading informational text, researching to gain information and evaluate sources, and be able to justify their reasoning both orally and in writing.

Honors Courses

Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. Honors courses should also be preparation for Advanced Placement courses where appropriate. An honors course must have a published syllabus that verifies rigor sufficiently beyond the college preparatory requirements. Course materials will be significantly more challenging and rigorous than other courses. Students should approach the course with commitment and a strong work ethic in order to be successful.

Advanced Placement

Each school offers Advanced Placement courses for students who are academically ready for challenging college-level courses. In order to register for these courses, it is recommended that students have minimum scores established by the school on the PSAT, SAT, or ACT; an "A" or "B" final average in the previous Social Studies course; and evidence of a consistency in completing homework and classwork. While these criteria are recommended, parents may choose to waive their child into an AP class even if the student does not meet these criteria. Syllabi for AP courses must be pre-approved by the College Board. South Carolina requires that teachers of AP courses earn an AP endorsement on their teaching certificate. In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take the College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight. High performance on AP exams may result in college credit or advanced placement. The South Carolina Department of Education pays for the AP tests of students who are enrolled in AP courses.

End-of-Course Examination Program (EOCEP)

United States History and Constitution is based on the South Carolina Social Studies Academic Standards. At the end of the course, students will be administered the EOCEP, developed by the South Carolina Department of Education. This test will count 20 percent of the final grade in the course for the student. All students will be given a copy of the state academic standards for United States History and Constitution at the first of the school year.

**WORLD GEOGRAPHY, COLLEGE PREPARATORY**

<table>
<thead>
<tr>
<th>Grade: 9</th>
<th>Semesters: 2</th>
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<tbody>
<tr>
<td>(CHS, DFHS, IHS, SHHS)</td>
<td>Credit: 1 Social Studies</td>
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</table>

World Geography meets the South Carolina Social Studies standards and includes an understanding of the Earth’s physical and human systems, the importance of regions, and the impact of culture and population changes. Students will learn how to collect, organize and interpret spatial data, construct and interpret maps, construct mental maps and geographic models to solve problems, and use geospatial technologies.

**WORLD GEOGRAPHY, HONORS**

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<tr>
<th>Grade: 9</th>
<th>Semesters: 2</th>
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<tbody>
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World Geography Honors meets the South Carolina Social Studies standards as well as the state criteria for honors courses. Content includes an understanding of the Earth’s physical and human systems, the importance of regions, and the impact of culture and population changes. Students will learn how to collect, organize and interpret spatial data, construct and interpret maps, construct mental maps and geographic models to solve problems, and use geospatial technologies. As an honors course this class will distinguish itself from the college prep course through additional rigor, depth of content, and an emphasis on the use of social science data. Scholarly inquiry and research skills will be promoted. Using a variety of materials, students will deepen their understanding of the themes of geography. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving.
HUMAN GEOGRAPHY, ADVANCED PLACEMENT (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 2
Credit: 1 Social Studies
Advanced Placement Human Geography is a rigorous course designed to prepare students for the required Advanced Placement examination, administered through the College Board in May. Success on this exam may qualify the student for college credit. AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Students who choose to accept the challenge of this course should have a commitment to improving their skills through extensive reading, writing and independent study. Prior enrollment in an Honors Social Studies course is recommended.

HUMAN GEOGRAPHY, ADVANCED PLACEMENT STEM (DFHS)
Grade: 9  Semesters: 2
Credit: 1 Social Studies
Advanced Placement Human Geography is a rigorous course designed to prepare students for the required Advanced Placement examination, administered through the College Board in May. Success on this exam may qualify the student for college credit. AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Students who choose to accept the challenge of this course should have a commitment to improving their skills through extensive reading, writing and independent study. Prior enrollment in an Honors Social Studies course is recommended.

WORLD HISTORY: THE MAKING OF THE MODERN WORLD, COLLEGE PREPARATORY (CHS, DFHS, IHS, SHHS)
Grade: 10  Semesters: 2
Credit: 1 Social Studies
World History meets the South Carolina Social Studies standards. Focus will be on the exchanges and growing interdependence between and among regions of the world beginning in the fourteenth century and the development of empires and nation-states that led to colonial resistance and conflict. Reading, writing, and talking will be addressed through instructional methods which include simulations, discussions, lectures, and collaborative inquiry.

WORLD HISTORY: MAKING OF THE MODERN WORLD, HONORS (CHS, DFHS, IHS, SHHS)
Grade: 10  Semesters: 2
Credit: 1 Social Studies
World History Honors meets the South Carolina Social Studies standards as well as criteria for honors courses. Focus will be on the exchanges and growing interdependence between and among regions of the world beginning in the fourteenth century and the development of empires and nation-states that led to colonial resistance and conflict. As an honors course this class will distinguish itself from the college prep course through additional rigor, depth of content, and an emphasis on the use of primary source documents. Scholarly inquiry and research skills will be promoted. Using a variety of materials students will deepen their understanding of historical, political, social, and economic concepts. Students will use historical thinking skills including comparison, periodization, context, continuities and changes, causation, and evidence. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication.

WORLD HISTORY, ADVANCED PLACEMENT (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12  Semesters: 2
Credit: 1 Social Studies
Advanced Placement World History is a rigorous course that will require students to do extensive reading and writing in preparation for the AP World History examination, administered through the College Board in May. If students are successful on the AP exam, they may earn college credit. This course will challenge students to think globally and make connections between cultures and across time. Emphasis will be on the accumulation of factual knowledge and the development of analytical skills to prepare students to interpret primary sources and write persuasive essays. Students who choose to accept the challenge of this course should have a teacher recommendation and have been very successful in Social Studies in the ninth grade.

EUROPEAN HISTORY, ADVANCED PLACEMENT (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12  Semesters: 2
Credit: 1 Social Studies
Advanced Placement European History is a rigorous course designed to prepare students for the required Advanced Placement examination administered through the College Board in May. Success on this exam may qualify the student for college credit. AP European History is an intense analysis of European civilization from the late Middle Ages through the 20th century. Emphasis will be on the accumulation of factual knowledge and the development of analytical skills to prepare students to interpret primary sources and write persuasive essays. Students who choose to accept the challenge of this course should have a commitment to improving their skills through extensive reading, writing and independent study. Students may be responsible for obtaining and completing the summer reading requirements.
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Grade</th>
<th>Semesters</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNITED STATES HISTORY AND CONSTITUTION, COLLEGE PREPARATORY</strong></td>
<td>11</td>
<td>2</td>
<td>1 United States History</td>
</tr>
<tr>
<td>United States History and Constitution meets the South Carolina Social Studies standards and focuses on the social, political, economic, and cultural history of the United States in order to develop the decision making skills needed for responsible citizenship. Students are introduced into the reading of primary source documents and persuasive writing. Speaking, listening, and research skills will also be addressed through instructional methods which include simulations, discussions, lectures, and collaborative inquiry. Successful completion of United States History is required for a high school diploma. Students will be required to take the South Carolina End of Course test in United States History and the Constitution which will count 20% of their final course grade.</td>
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<tr>
<td><strong>UNITED STATES HISTORY AND CONSTITUTION, HONORS</strong></td>
<td>11</td>
<td>2</td>
<td>1 United States History</td>
</tr>
<tr>
<td>United States History and the Constitution Honors meets the South Carolina Social Studies standards as well as criteria for honors courses. The course focuses on the social, political, economic, and cultural history of the United States in order to develop the decision making skills needed for responsible citizenship. As an honors level course, this class will distinguish itself from the college prep course with an emphasis on the interrelationship of history, geography, government, and economics. Scholarly inquiry and research skills will be promoted. Students will use historical thinking skills including comparison, periodization, context, continuities and changes, causation, and evidence. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication. Successful completion of United States History is required for a high school diploma. Students will be required to take the South Carolina End of Course test in United States History and the Constitution which will count 20% of their final course grade.</td>
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<tr>
<td><strong>UNITED STATES HISTORY, ADVANCED PLACEMENT</strong></td>
<td>11</td>
<td>2</td>
<td>1 United States History</td>
</tr>
<tr>
<td>Advanced Placement United States History is a rigorous course designed to prepare students for the required AP United States History examination administered through the College Board in May. Success on this exam may qualify the student for up to 6 hours of college credit. Emphasis will be on the accumulation of factual knowledge and the development of analytical skills to prepare students to read primary sources and write persuasive essays. Students who choose to accept the challenge of this course should have a commitment to improving their skills through extensive reading and writing. Students are advised to enroll also in either the Seminar in AP U.S. History or AP History Seminar, which are designed to meet the rigorous demands of this course. Successful completion of AP United States History also satisfies the United States History and Constitution requirement for a high school diploma. Students will be required to take the South Carolina End of Course Test in United States History and Constitution which will count 20% of their final grade as well as the AP U.S. History exam.</td>
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<tr>
<td><strong>SEMINAR IN AP U.S. HISTORY, HONORS</strong></td>
<td>11</td>
<td>2</td>
<td>1 Elective</td>
</tr>
<tr>
<td>This seminar is designed to complement and reinforce the instruction in AP United States History in order to help students meet the rigorous demands of the Advanced Placement United States History examination. The student will read, write, and study both independently and under the guidance of the Advanced Placement teacher. Course work will include the analysis of historical documents, research, and writing. Critical thinking and discussion skills will be emphasized. Time will be available for student-teacher conferences concerning student’s writing, study techniques, and tutoring needs. All students enrolled in Advanced Placement United States History are strongly encouraged to enroll in Seminar in AP U.S. History.</td>
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<tr>
<td><strong>ADVANCED PLACEMENT HISTORY SEMINAR, HONORS</strong></td>
<td>10, 11, 12</td>
<td>2</td>
<td>1 Elective</td>
</tr>
<tr>
<td>Prerequisite: Concurrent enrollment in an AP History class</td>
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<td>This honors course will supplement all AP History courses. In-depth and remedial emphasis will be placed on writing, reading, and critical thinking skills that are common to AP U.S. History, AP World History, and/or AP European History. Students will be taught and mentored by a certified AP History teacher. In order to achieve maximum success, all AP History students are strongly encouraged to enroll in AP History Seminar. Students who were especially challenged in previous AP History experiences should give this course special consideration to encourage success with future AP History courses.</td>
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<tr>
<td><strong>UNITED STATES GOVERNMENT, COLLEGE PREPARATORY</strong></td>
<td>12</td>
<td>1</td>
<td>.5 Government</td>
</tr>
<tr>
<td>United States Government meets the South Carolina Social Studies standards and is an introduction to U.S. Government by covering the basic concepts of our government and the analysis of the process of governing. It presents the historical and theoretical background of our system and federal nature of the various levels of government. The three branches of our national political system will be examined both from a national perspective as well as from an individual’s point of view. Speaking, listening, and research skills will also be addressed through instructional methods which include simulations, discussions, lectures, and collaborative inquiry. The goal of the course is to teach the use of critical thinking skills to develop informed and responsible citizens who can contribute to our country.</td>
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</table>
UNITED STATES GOVERNMENT, HONORS  (CHS, IHS, SHHS)
Grade: 12  Credit: .5 Government
Semesters: 1
United States Government Honors meets the South Carolina Social Studies standards as well as criteria for honors courses. It presents the historical and theoretical background of our system and federal nature of the various levels of government. The three branches of our national political system will be examined both from a national perspective as well as from an individual’s point of view. As an honors course, this class will distinguish itself from the college prep course through additional rigor, depth of content, and an emphasis on the use of primary, secondary, and current event sources. Scholarly inquiry and research skills will be promoted. Using a variety of materials students will deepen their understanding of the concepts of political science. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving which will create better informed and responsible citizens.

ECONOMICS, COLLEGE PREPARATORY  (CHS, DFHS, IHS, SHHS)
Grade: 12  Credit: .5 Economics
Semesters: 1
Economics meets the South Carolina Social Studies standards and includes a focus on functional institutions, global and domestic economic markets, supply and demand, banking, business cycles, and monetary policy. Students will examine the role that decision making plays in determining the distribution of resources. Macroeconomics explores the factors that determine an individual’s standard of living. Analysis, evaluation, and research of economic issues will be emphasized. Speaking, listening, and research skills will also be addressed through instructional methods which include simulations, discussions, lectures, and collaborative inquiry.

ECONOMICS, HONORS  (CHS, IHS, SHHS)
Grade: 12  Credit: .5 Economics
Semesters: 1
Economics Honors meets the South Carolina Social Studies standards as well as the criteria for honors courses. The course includes a focus on functional institutions, global and economic markets, supply and demand, banking, business cycles, and monetary policy. Students will examine the role that decision making plays in determining distribution of resources. Macroeconomics explores the factors that determine an individual’s standard of living. As an honors course, this class will distinguish itself from the college prep course through additional rigor, depth of content, and an emphasis on the use of social science data. Scholarly inquiry and research skills will be promoted. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication of economic concepts.

UNITED STATES GOVERNMENT AND POLITICS, ADVANCED PLACEMENT MACROECONOMICS, ADVANCED PLACEMENT  (CHS, DFHS, SHHS)
Grade: 12  Credit: .5 Government, .5 Economics
Semesters: 2
Prerequisite: Pre-Calculus or concurrent enrollment in Pre-Calculus
AP Government and AP Economics courses are taught concurrently throughout the school year. Advanced Placement courses are rigorous and designed to prepare students for the required Advanced Placement examinations, administered through the College Board in May. Success on these exams may qualify the student for college credit. AP United States Government and Politics will give students an analytical perspective on government and politics in the United States including both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

AP Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course emphasizes the study of national income and price-level determination and will develop students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Students who choose to accept the challenge of these concurrent courses should have a commitment to improving their skills through extensive reading, writing, and independent study. Prior enrollment in Advanced Placement United States History is recommended.

UNITED STATES GOVERNMENT AND POLITICS, ADVANCED PLACEMENT MICROECONOMICS, ADVANCED PLACEMENT  (DFHS)
Grade: 12  Credit: .5 Government, .5 Economics
Semesters: 2
Prerequisite: Pre-Calculus or concurrent enrollment in Pre-Calculus
AP Government and AP Economics courses are taught concurrently throughout the school year. Advanced Placement courses are rigorous and designed to prepare students for the required Advanced Placement examinations, administered through the College Board in May. Success on these exams may qualify the student for college credit. AP United States Government and Politics will give students an analytical perspective on government and politics in the United States including both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

AP Microeconomics will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Microeconomics places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency
and equity in the economy. Students who choose to accept the challenge of these concurrent courses should have a commitment to improving their skills through extensive reading, writing and independent study. Prior enrollment in Advanced Placement United States History is recommended.

UNITED STATES GOVERNMENT AND POLITICS, ADVANCED PLACEMENT
Grade: 12 Semesters: 1 Credit: .5 Government
Advanced Placement courses are rigorous and designed to prepare students for the required Advanced Placement examinations, administered through the College Board in May. Success on these exams may qualify the student for college credit. AP United States Government and Politics will give students an analytical perspective on government and politics in the United States including both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

MICROECONOMICS, ADVANCED PLACEMENT AND MACROECONOMICS, ADVANCED PLACEMENT
Grade: 12 Semesters: 2 Credit: .5 Economics, .5 Elective
Prerequisite: Pre-Calculus or concurrent enrollment in Pre-Calculus
AP Microeconomics and AP Macroeconomics courses are taught concurrently throughout the school year. Advanced Placement courses are rigorous and designed to prepare students for the required Advanced Placement examinations, administered through the College Board in May. Success on these exams may qualify the student for college credit. AP Microeconomics will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Microeconomics places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course emphasizes the study of national income and price-level determination and will develop students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Students who choose to accept the challenge of these concurrent courses should have a commitment to improving their skills through extensive reading, writing and independent study. Prior enrollment in Advanced Placement United States History is recommended.

AFRICAN AMERICAN HISTORY
Grade: 9, 10, 11, 12 Semesters: 1 Credit: .5 Elective
This course will provide an overview of African American history in order to broaden students' understanding of American culture and history. Units of study will begin with a focus on the culture of West Africa that was impacted by the development of the trans-Atlantic slave trade. It will include the development of slavery in the British North American colonies, the experiences of free and enslaved Africans in the northern and southern states, the abolitionist movement, emancipation, and the varied responses of African Americans to discrimination and the civil rights movement. Studies will examine primary source documents, literature, music, film and visual arts. Students will be expected to participate in classroom discussions, conduct research, deliver oral presentations and write argumentative historical essays.

CIVICS
Grade: 10, 11 Semesters: 2 Credit: 1 Social Studies
Through the study of Civics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will gain a practical understanding of civics as it affects their lives as consumers and citizens. Civics will explore the origins of the American democratic system by examining how the Constitution embodies the values and purposes set up by the founding fathers. The structure and function of government will be analyzed on national, state, and local levels. As informed decision makers, students will put into practice their acquired knowledge of legal and political systems, rights, and responsibilities.

CURRENT ISSUES
Grade: 9, 10, 11, 12 Semesters: 1 Credit: .5 Social Studies
This course is designed to explore how current events impact the lives of people around the world on a daily basis. The course examines why things happen and the effect they have on future events. Students will follow events as they are constantly changing throughout the semester. Emphasis will be placed on reading state and national newspapers. Students will be expected to complete research, develop conclusions, and present findings in class.

CRIMINAL JUSTICE 1
Grade: 11, 12 Semesters: 1 Credit: .5 Elective
Criminal Justice deals with the structure, functions, and process of those agencies which deal with the management of crime—the police, the courts, and the corrections system. The study of criminal justice offers a fascinating view of crucial social problems.
CRIMINAL JUSTICE 101
Grade: 12
Semesters: 2
Credit: 1 Elective
Prerequisite: B average OR 110 PSAT, 1100 SAT or 24 ACT
Credit: 3 hrs. college credit

Criminal Justice 101 is a dual credit college level course offered through the University of South Carolina, Lancaster. The course provides an overview of the American Criminal Justice Network. Topics such as causes of crime, law enforcement, the court system, corrections, and other special topics provide students the opportunity to explore potential careers – in law, law enforcement, corrections, social work, and more. The University of South Carolina has established admission requirements for this course. Students may earn credits from USC Lancaster; however these credits may or may not be transferred to other colleges and universities. The University of South Carolina charges $285 (subject to change). However, if a student enrolls in two courses (such as Psychology 101 and Criminal Justice 101) the tuition can be waived if the student qualifies for LTAP funds. LTAP is lottery tuition funds that will allow the students to take these classes without starting their scholarship money clock. Residents of South Carolina will be able to qualify for these funds. This tuition does not include the textbook. When computing GPA, this course carries additional weighting.

ENVIRONMENTAL STUDIES
Grade: 10, 11, 12
Semesters: 1
Credit: .5 Social Studies

This course will focus on man’s interaction with the environment from prehistory to the present. Emphasis will be placed on the interdependence of humankind and the environment and corresponding intellectual, legal, commercial and recreational issues.

LAW RELATED EDUCATION/STREET LAW
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Social Studies

This course is designed to provide students with practical knowledge and skills pertaining to the law, legal process and the fundamental principles and values on which these are based. The course focuses on the understanding, skills, and attitudes required for informed, responsible participation in a constitutional democracy. Students learn how the legal and political systems function and how they as individuals are affected by these systems.

PSYCHOLOGY
Grade: 11, 12
Semesters: 2
Credit: 1 Social Studies

Psychology is the study of individual behavior. The course introduces the student to psychology as a behavioral science and acquaints the student with factors that determine behavior. Special attention is given to the study of personality, conditioning, motivation and emotion, intelligence, memory, life span development, abnormal behavior and therapies, and diversity. Topics of human sexuality will be discussed.

PSYCHOLOGY 101
Grade: 12
Semesters: 2
Credit: 1 Social Studies
Prerequisite: B average OR 110 PSAT, 1100 SAT, or 24 ACT
Credit: 3 hrs. college credit

Psychology 101 is a dual credit college level course offered through the University of South Carolina, Lancaster. The course approaches psychology as a behavioral science. The techniques and skills of contemporary psychology are followed by a consideration of the basic determinants of behavior. Special attention is given to the study of the brain and nervous system, perception, conditioning, personality, development, and abnormal behavior. The University of South Carolina has established admission requirements for this course. Students may earn credits from USC Lancaster; however these credits may or may not be transferred to other colleges and universities. The University of South Carolina charges $285 (subject to change) for registration for this course. However, if a student enrolls in two courses (such as Psychology 101 and Criminal Justice 101) the tuition can be waived if the student qualifies for LTAP funds. LTAP is lottery tuition funds that will allow the students to take these classes without starting their scholarship money clock. Residents of South Carolina will be able to qualify for these funds. This tuition does not include the textbook. When computing GPA, this course carries additional weighting.

PSYCHOLOGY, ADVANCED PLACEMENT
Grade: 11, 12
Semesters: 2
Credit: 1 Social Studies

Advanced Placement Psychology is a rigorous course designed to prepare students for the required Advanced Placement examination, administered through the College Board in May. Success on this exam may qualify the student for college credit. AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. Students who choose to accept the challenge of this course should have a commitment to improving their skills through extensive reading, writing and independent study.
Sociology (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Social Studies
Sociology is the study of the individual in a social context. This course will introduce the student to factors that determine behavior, personality, and the effects of the environment on behavior. Units of study will include: decision making, personality, roles and relationships, communication, change, families, and conflict management.

Sports History (CHS, IHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course is designed to explore how America’s sports have developed from recreation to big business. The course examines the origin and growth of popular sports and their changing role in our economy and in our culture. Discussion of current sports events and topics will play a major role in this course. Students should expect to do research, develop conclusions and present their findings to the class.

Twentieth Century History (DFHS)
Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course is designed for the student who desires an increased understanding of the world in which we live. Emphasis will be placed on global issues and international relations. This course takes a thematic approach to confront the major issues which dominated the twentieth century and will be with us in the new millennium. Students will be expected to do outside reading and keep abreast of current events. A research paper may be required on a topic agreed upon by the teacher and student.

World War II Through Literature and Film (CHS)
Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
This course incorporates the “Bridging the Generations Project” that features Tom Brokaw’s The Greatest Generation along with reading, discussion and community interaction between students and the World War II veterans in Chapin. The course also incorporates research through interviews with various eye witnesses. Because the course is team taught with an English teacher, it will incorporate various genres of literature and media, including fiction, nonfiction, poetry, film, documentaries, and examples of propaganda.

International Baccalaureate History of the Americas, HL 1 (IHS)
Grade: 11
Semesters: 2
Credit: 1
Prerequisite: Successful completion of Human Geography AP and World History; teacher recommendation

International Baccalaureate History of the Americas, HL 2 (IHS)
Grade: 12
Semesters: 2
Credit: 1
Prerequisite: Successful completion of History of the Americas HL 1; teacher recommendation

The History of the Americas curriculum begins the summer before grade 11 with a mandatory reading assignment. Specific instructions will be distributed to the students prior to the summer break.

This two-year history course focuses on the nations of the Western Hemisphere (the U.S., Canada, Latin America, and the Caribbean) and on an analysis of the critical forces that shaped twentieth century history. History of the Americas also addresses all of the South Carolina Social Studies Standards to prepare students to take the End of Course test in United States History. The course will enable students to develop an international awareness and appreciation for the interconnectedness of history and the responsibilities of world citizenship (At the end of the senior year, students will take the History of the Americas, HL exam.)

Please note: Although American Government and Economics are not part of the IB Diploma Programme, the state of South Carolina requires that students take both of the ½ credit courses in order to graduate.

International Baccalaureate Business and Management, HL 1 (IHS)
Grade: 11
Semesters: 2
Credit: 1
Prerequisite: No prior coursework is required

International Baccalaureate Business and Management, HL 2 (IHS)
Grade: 12
Semesters: 2
Credit: 1
Prerequisite: Successful completion of Business and Management, HL 1

The Business and Management curriculum begins the summer before grade 11 with a mandatory reading assignment. Specific instructions will be distributed to the students prior to the summer break.

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

Assessments will include case studies, written analysis, tests, quizzes and projects. Students will also complete a research investigation in which they choose their own topic. At the end of the senior year, students will sit for IB Business and Management external examinations.

**Please note:** Students who choose this Business and Management HL course must also take a United States History course during their 11th grade year to prepare for the End of Course Test in US History required by the SC Department of Education.

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**INTERNATIONAL BACCALAUREATE Philosophy, HL 1** (IHS)
Grade: 11  
Semesters: 2  
Credit: 1  
Prerequisite: No prior coursework is required

**INTERNATIONAL BACCALAUREATE Philosophy, HL 2** (IHS)
Grade: 12  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of Philosophy, HL 1

The Philosophy curriculum begins the summer before grade 11 with a mandatory reading assignment. Specific instructions will be distributed to the students prior to the summer break. This two-year course offers students the opportunity to explore topics in philosophy through a series of guided readings and participation in discussions. Students will be introduced to works of major influential thinkers, both ancient and modern, focusing on the Western philosophical tradition. The readings will cover at least two of the following: Grounds of epistemology, Theories and problems of ethics, Political philosophy and Contemporary social issues. An overarching theme of the course will be the interplay between theories of human nature and theories of political order. Throughout the history of philosophy, a common thread runs through the diverse efforts of thinkers to come to grips with social and political reality: one’s perspective of society and polity depends crucially upon what s/he thinks human beings “really” are. The course aims to enable students to write more clearly, think more deeply, and pursue intellectual interests both with more attention to detail and with a better understanding of the relationship between the individual and the social order.

Additionally, students are required to write a philosophical analysis of non-philosophical material. The philosophical analysis should contain 1,600–2,000 words.

**Please note:** Students who choose Philosophy HL course must also take a United States History course during their 11th grade year to prepare for the End of Course Test in U.S. History required by the SC Department of Education.

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**INTERNATIONAL BACCALAUREATE Theory of Knowledge I** (IHS)
Grade: 11  
Semesters: 1  
Credit: .5  
Prerequisite: No prior coursework is required

**INTERNATIONAL BACCALAUREATE Theory of Knowledge II** (IHS)
Grade: 12  
Semesters: 1  
Credit: .5  
Prerequisite: Theory of Knowledge I

Theory of Knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an oral presentation and a 1600-word essay.

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**INTERNATIONAL BACCALAUREATE Creativity, Activity, Service** (IHS)
Grade: 12  
Semesters: 1  
Credit: .5  
Prerequisite: Must be a Senior Diploma Candidate

Creativity, Activity, Service (CAS) course requires students to take part in a range of experiences and at least one project. The experiences will involve purposeful activities with significant outcomes, personal challenge, and thoughtful consideration. Such as planning, reviewing progress, reporting, and reflecting on outcomes and personal learning. CAS is a core component to receive the IB Diploma and will be offered during the Fall Semester (S1). This course is offered with Honors weighting.
The Extended Essay (EE) is a core component to receiving the IB Diploma. This course will assist students in the development of their essay- an independent, self-directed piece of research, finishing with a 4000-word paper. Extended Essay will be offered during the Spring Semester (S2). This course is offered with Honors weighting.

The Personal and Professional Skills course is a core component of the IB Careers Program. This course offers students the opportunity to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. The emphasis of this course is on skills development for the workplace that can be applied in a range of situations. The course focuses on the essential themes of personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. This course will additionally support students as they complete the IB Careers Program requirements.
## Social Studies

### Recommended Core Social Studies Course Sequence

(Students may opt into an Honors or Advanced Placement course at any time during their high school career.)

*Italicized courses may be counted towards the third Social Studies credit required for High School graduation. Others are elective credit.*

Please see the course descriptions for prerequisites.

Check college web sites for Social Studies course requirements for the colleges of your choice.

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<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>World Geography, College</td>
<td>World History, College Preparatory</td>
<td>United States History and Constitution, CollegePreparatory</td>
<td>Economics, College Preparatory and United States Government, College Preparatory</td>
</tr>
<tr>
<td>World Geography, Honors</td>
<td>World History, Honors</td>
<td>United States History and Constitution, Honors</td>
<td>Economics, Honors (CHS, IHS, SHHS) or Macroeconomics, Advanced Placement (CHS, DFHS, SHHS) or Microeconomics, Advanced Placement (DFHS) and United States Government, Honors (CHS, IHS, SHHS) or United States Government and Politics, Advanced Placement</td>
</tr>
<tr>
<td>Human Geography, Advanced Placement</td>
<td>European History, Advanced Placement or World History, Advanced Placement</td>
<td>United States History and Constitution, Advanced Placement</td>
<td>Economics, Honors (CHS, IHS, SHHS) or Macroeconomics, Advanced Placement (CHS, DFHS, SHHS) or Microeconomics, Advanced Placement (DFHS) and United States Government, Honors (CHS, IHS, SHHS) or United States Government and Politics, Advanced Placement</td>
</tr>
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</table>

### Current Issues (CHS, DFHS).5 Social Studies

- Law Related Education/ Street Law (CHS, DFHS, IHS).5 Social Studies
- Sociology .5 Social Studies
- African American History (IHS, DFHS)
- Sports History (CHS, IHS).5 Elective

### Civic (IHS)

- Current Issues (CHS, DFHS).5 Social Studies
- Environmental Studies .5 Social Studies
- Human Geography, Advanced Placement
- Law Related Education/ Street Law (CHS, DFHS, IHS).5 Social Studies
- Sociology .5 Social Studies
- Advanced Placement History Seminar, Honors (CHS, DFHS, IHS)
- African American History (DFHS, IHS).5 Elective
- Sports History (CHS, IHS).5 Elective
- Twentieth Century History (DFHS).5 Elective
- World War II Through Literature and Film (CHS).5 Elective

### Civic (IHS)

- Current Issues (CHS, DFHS).5 Social Studies
- Environmental Studies .5 Social Studies
- Human Geography, Advanced Placement
- Law Related Education/ Street Law (CHS, DFHS, IHS).5 Social Studies
- Sociology .5 Social Studies
- Advanced Placement History Seminar, Honors (CHS, DFHS, IHS)
- African American History (DFHS, IHS).5 Elective
- Sports History (CHS, IHS).5 Elective
- Twentieth Century History (DFHS).5 Elective
- World War II Through Literature and Film (CHS).5 Elective

### Civic (IHS)

- Current Issues (CHS, DFHS).5 Social Studies
- Environmental Studies .5 Social Studies
- Human Geography, Advanced Placement
- Law Related Education/ Street Law (CHS, DFHS, IHS).5 Social Studies
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- African American History (DFHS, IHS).5 Elective
- Sports History (CHS, IHS).5 Elective
- Twentieth Century History (DFHS).5 Elective
- World War II Through Literature and Film (CHS).5 Elective

### Civic (IHS)

- Current Issues (CHS, DFHS).5 Social Studies
- Environmental Studies .5 Social Studies
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- Sociology .5 Social Studies
- Advanced Placement History Seminar, Honors (CHS, DFHS, IHS)
- African American History (DFHS, IHS).5 Elective
- Sports History (CHS, IHS).5 Elective
- Twentieth Century History (DFHS).5 Elective
- World War II Through Literature and Film (CHS).5 Elective

- Microeconomics, Advanced Placement (CHS, DFHS, SHHS) or Macroeconomics, Advanced Placement (DFHS) and United States Government, Honors (CHS, IHS, SHHS) or United States Government and Politics, Advanced Placement

- Economics, Honors (CHS, IHS, SHHS) or Macroeconomics, Advanced Placement (CHS, DFHS, SHHS) or Microeconomics, Advanced Placement (DFHS) and United States Government, Honors (CHS, IHS, SHHS) or United States Government and Politics, Advanced Placement

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WORLD LANGUAGES

World Language level 1 courses are open to all interested students. World Language levels 1, 2, and 3 are taught as college preparatory courses. Beginning at level 3, honors level is also offered. Levels 4 and 5 courses are taught at the honors level. All honors course meet the criteria established by the South Carolina Department of Education for honors courses. Please refer to the course descriptions listed for course recommendations and requirements, as well as Advanced Placement and International Baccalaureate course offerings.

The world language honors course listed meet the following criteria established by the State Department of Education:

- Depth in rigor, complexity, challenges, and creativity beyond the college preparatory (CP) level course as outlined in the Profile of the South Carolina Graduate.
- More challenging than CP level courses in order to foster growth for advanced learners.
- A differentiated program of study that provides an array of opportunities for all students based on their aptitudes, achievement, and interests.

NOTE: In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight.

Any student planning to attend a four-year college or university must take at least two units of the same world language. Many colleges and universities now require three units of the same world language for admission. Three (3) or more units are strongly recommended for the student who wishes to score well on the college world language proficiency test for placement and/or exemption.

CHINESE 1 (IHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1
This course is designed as an introduction to the Chinese language and culture. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.

CHINESE 2 (IHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of Chinese 1 and teacher recommendation
This course is designed to build on and reinforce Chinese 1. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of "70" or better in Chinese 1 is strongly recommended in order to do well in Chinese 2.

CHINESE 3 (IHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Chinese 2 and teacher recommendation
This course is designed to build on and reinforce Chinese 1 and 2. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of "70" or better in Chinese 2 is strongly recommended in order to do well in Chinese 3.

CHINESE 3, HONORS (IHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Grade of 80 or better in Chinese 2 and teacher recommendation
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces Chinese 1 and 2. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.
CHINESE 4, HONORS (IHS)  
Grade: 11, 12  Semesters: 2  Credit: 1  
Prerequisite: Chinese 3 and teacher recommendation  
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces Chinese 1, 2 and 3. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in Chinese 3 is strongly recommended in order to do well in Chinese 4.

FRENCH 1 (CHS, DFHS, IHS, SHHS)  
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1  
This course is designed as an introduction to the French language and Francophone cultures. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in French 1 is strongly recommended in order to do well in French 2.

FRENCH 2 (CHS, DFHS, IHS, SHHS)  
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1  
Prerequisite: Successful completion of French 1 and teacher recommendation  
This course is designed to build on and reinforce French 1. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in French 1 is strongly recommended in order to do well in French 2.

FRENCH 3 (CHS, DFHS, IHS, SHHS)  
Grade: 10, 11, 12  Semesters: 2  Credit: 1  
Prerequisite: French 2 and teacher recommendation  
This course is designed to build on and reinforce French 1 and 2. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in French 2 is strongly recommended in order to do well in French 3.

FRENCH 3, HONORS (CHS, DFHS, IHS, SHHS)  
Grade: 10, 11, 12  Semesters: 2  Credit: 1  
Prerequisite: Grade of 80 or better in French 2 and teacher recommendation  
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces French 1 and 2. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.

FRENCH 4, HONORS (CHS, DFHS, IHS, SHHS)  
Grade: 11, 12  Semesters: 2  Credit: 1  
Prerequisite: French 3 and teacher recommendation  
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces French 1, 2 and 3. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in French 3 is strongly recommended in order to do well in French 4.
**FRENCH 5, HONORS** (CHS, DFHS, IHS, SHHS)  
Grade: 12  
Semesters: 2  
Credit: 1  
Prerequisite: French 4 and teacher recommendation  
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces French 1, 2, 3 and 4. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in French 4 is strongly recommended in order to do well in French 5.

**FRENCH ADVANCED PLACEMENT LANGUAGE** (CHS, SHHS)  
Grade: 12  
Semesters: 2  
Credit: 1  
Prerequisite: French 3 or French 4 and teacher recommendation  
The objective of this course is to focus on listening, speaking, reading and writing skills, as well as cultural understanding. French will be used exclusively in this course. Students will be able to express and support their point of view, both in verbal and written forms of communication, on current issues by using authentic materials such as newspaper articles, literature, radio podcasts, film, newscasts, etc. Furthermore, this course will prepare students to authentically engage in real-life situations in which the three communicative modes (interpretive, interpersonal, and presentational) will be used. The ultimate goal of this course is to promote the students’ growth and development in the French language. Upon completion, students are required to take the AP Exam.

**GERMAN 1** (DFHS, IHS)  
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1  
This course is designed as an introduction to the German language and culture. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.

**GERMAN 2** (DFHS, IHS)  
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of German 1 and teacher recommendation  
This course is designed to build on and reinforce German 1. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in German 1 is strongly recommended in order to do well in German 2.

**GERMAN 3** (DFHS, IHS)  
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: German 2 and teacher recommendation  
This course is designed to build on and reinforce German 1 and 2. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in German 2 is strongly recommended in order to do well in German 3.

**GERMAN 3, HONORS** (DFHS, IHS)  
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Grade of 80 or better in German 2 and teacher recommendation  
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds and reinforces German 1 and 2. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.
GERMAN 4, HONORS (DFHS, IHS)
Grade: 12    Semesters: 2    Credit: 1
Prerequisite: German 3 and teacher recommendation
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces German 1, 2 and 3. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in German 3 is strongly recommended in order to do well in German 4.

GERMAN 5, HONORS (IHS)
Grade: 12    Semesters: 2    Credit: 1
Prerequisite: German 4 and teacher recommendation
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces German 1, 2, 3 and 4. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in German 4 is strongly recommended in order to do well in German 5.

SPANISH 1 (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12    Semesters: 2    Credit: 1
This course is designed as an introduction to the Spanish language and Hispanic cultures. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.

SPANISH 2 (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12    Semesters: 2    Credit: 1
Prerequisite: Successful completion of Spanish 1 and teacher recommendation
This course is designed to build on and reinforce Spanish 1. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in Spanish 1 is strongly recommended in order to do well in Spanish 2.

SPANISH 3 (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12    Semesters: 2    Credit: 1
Prerequisite: Spanish 2 and teacher recommendation
This course is designed to build on and reinforce Spanish 1 and 2. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in Spanish 2 is strongly recommended in order to do well in Spanish 3.

SPANISH 3, HONORS (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12    Semesters: 2    Credit: 1
Prerequisite: Grade of 80 or better in Spanish 2 and teacher recommendation
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds and reinforces Spanish 1 and 2. It reflects the South Carolina Standard for World Language Proficiency and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.
SPANISH 4, HONORS (CHS, DFHS, IHS, SHHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1
Prerequisite: Spanish 3 and teacher recommendation
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces Spanish 1, 2 and 3. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in Spanish 3 is strongly recommended in order to do well in Spanish 4.

SPANISH 5, HONORS (CHS, DFHS, IHS, SHHS)
Grade: 12  
Semesters: 2  
Credit: 1
Prerequisite: Spanish 4 and teacher recommendation
This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. It builds on and reinforces Spanish 1, 2, 3 and 4. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own. A grade of “70” or better in Spanish 4 is strongly recommended in order to do well in Spanish 5

SPANISH ADVANCED PLACEMENT LANGUAGE (CHS, DFHS, IHS, SHHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1
Prerequisite: Spanish 3 or Spanish 4 and teacher recommendation
The objective of this course is to focus on listening, speaking, reading and writing skills, as well as cultural understanding. Spanish will be used exclusively in this course. Students will be able to express and support their point of view, both in verbal and written forms of communication, on current issues by using authentic materials such as newspaper articles, literature, radio podcasts, film, newscasts, etc. Furthermore, this course will prepare students to authentically engage in real-life situations in which the three communicative modes (interpretive, interpersonal, and presentational) will be used. The ultimate goal of this course is to promote the students’ growth and development in the Spanish language. Upon completion, students are required to take the AP Exam.

LATIN 1 (DFHS)
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1
Latin 1 introduces the Latin language and Roman civilization. The student will study the Latin language and become familiar with grammatical terms and syntax. Additionally, students will learn relevant vocabulary for use in translation. This course also emphasizes the practical use of Latin as a guide to understanding the English language more completely. There is an emphasis on building English vocabulary through the use of Latin derivatives. Students will study the Roman culture as well as important historical events.

LATIN 2 (DFHS)
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1
Prerequisite: Successful completion of Latin 1 and teacher recommendation
Latin 2 is a continuation of the Latin language and Roman civilization study begun in the first year. It is intended for those students who may choose to continue studying Latin, either at the high school level or in college. Emphasis is placed on grammar, syntax and relevant vocabulary. There will also be more translation assignments. Supplemental readings focus on specifics aspects of Roman civilization. A grade of “70” or better in Latin 1 is strongly recommended in order to do well in Latin 2.

LATIN 3 (DFHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1
Prerequisite: Latin 2 and teacher recommendation
Latin 3 is an advanced course. Students taking this course will study the Latin language and read from a variety of classical authors. Readings will include selections from *The Argonauts*, Vergil’s *Aeneid*, Livy’s *History of Rome*, as well as other works to be determined. As an advanced course, this class assumes a basic working knowledge of grammatical concepts and fundamental syntax as well as a core vocabulary. A grade of “70” or better in Latin 2 is strongly recommended in order to do well in Latin 3.
LATIN 3, HONORS (DFHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Grade of 80 or better in Latin 2 and teacher recommendation

This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. Students taking this course will study the Latin language and read from a variety of classical authors. Readings will include selections from *The Argonauts*, Vergil’s *Aeneid*, Livy’s *History of Rome*, as well as other works to be determined. As an advanced course, this class assumes a basic working knowledge of grammatical concepts and fundamental syntax as well as a core vocabulary.

LATIN 4, HONORS (DFHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Latin 3 and teacher recommendation

This honors course is distinguished by depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate and is distinguished by the quality of work expected of the advanced learner. Students are introduced to Latin lyric and epic poetry through the study of Ovid’s *Metamorphoses* and Vergil’s *Aeneid*. It includes the study of figures of speech, stylistic and rhetorical devices used by Golden Age Writers. Mastery of all vocabulary and grammar studied previously is emphasized.

A grade of “70” or better in Latin 3 is strongly recommended in order to do well in Latin 4.

INTERNATIONAL BACCALAUREATE FRENCH B HL 1 (IHS)
Grade: 11  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of French 3 (80 % min) and teacher recommendation.

INTERNATIONAL BACCALAUREATE FRENCH B HL 2 (IHS)
Grade: 12  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of HL 1 and teacher recommendation.

Higher Level (HL) World Language students will be challenged to use high-level language skills to express opinions or discuss various topics through the exploration of the culture. Students will be expected to achieve a spontaneous expression, both oral and written, while demonstrating control of pronunciation, grammar, syntax and vocabulary. Through the use of literary works, newspapers, magazines and selected articles, including current events, students will study patterns and structure to move towards fluency through specific oral and written analyses. Students will be assessed internally (IHS) and externally (IBO) using a variety of oral and written modes. Evaluations will occur for individual and group performances as well as for literary analysis and listening skills.

INTERNATIONAL BACCALAUREATE GERMAN B HL 1 (IHS)
Grade: 11  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of German 3 (80% min) and teacher recommendation.

INTERNATIONAL BACCALAUREATE GERMAN B HL 2 (IHS)
Grade: 12  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of HL 1 and teacher recommendation.

Higher Level (HL) World Language students will be challenged to use high-level language skills to express opinions or discuss various topics through the exploration of the culture. Students will be expected to achieve a spontaneous expression, both oral and written, while demonstrating control of pronunciation, grammar, syntax and vocabulary. Through the use of literary works, newspapers, magazines and selected articles, including current events, students will study patterns and structure to move towards fluency through specific oral and written analyses. Students will be assessed internally (IHS) and externally (IBO) using a variety of oral and written modes. Evaluations will occur for individual and group performances as well as for literary analysis and listening skills.

INTERNATIONAL BACCALAUREATE SPANISH B HL 1 (IHS)
Grade: 11  
Semesters: 2  
Credit: 1  
Prerequisite: Successful completion of Spanish 3 (80% min) and teacher recommendation.
INTERNATIONAL BACCALAUREATE SPANISH B HL 2  (IHS)
Grade: 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of HL 1 and teacher recommendation.
Higher Level (HL) World Language students will be challenged to use high-level language skills to express opinions or discuss various topics through the exploration of the culture. Students will be expected to achieve a spontaneous expression, both oral and written, while demonstrating control of pronunciation, grammar, syntax and vocabulary. Through the use of literary works, newspapers, magazines and selected articles, including current events, students will study patterns and structure to move towards fluency through specific oral and written analyses. Students will be assessed internally (IHS) and externally (IBO) using a variety of oral and written modes. Evaluations will occur for individual and group performances as well as for literary analysis and listening skills.

INTERNATIONAL BACCALAUREATE CHINESE B SL SEMINAR  (IHS)
Grade: 11  Semesters: 2  Credit: 1
Prerequisites: Successful completion of Chinese 3 (80% min) and teacher recommendation.
SL Seminar is the first of the two consecutive IB world language courses designed specifically for IB students. This course is open to juniors who plan to take the World Language IB SL course as seniors and who will take the IB exam during their senior year. In this course students will explore topics related to social relationships, communication and the media, global issues, and two of five optional topics specified by IB curriculum. Students will develop upper-intermediate communication skills with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing, and are expected to use the studied language 100% of the class period.

INTERNATIONAL BACCALAUREATE CHINESE B SL  (IHS)
Grade: 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of Chinese 1, 2 and 3
Students will take their IB exam at the end of this course. Building on skills acquired in previous courses, students will expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading and writing, students will strengthen their proficiency in self-expression and develop a deeper comprehension of the language. Students will be examined internally (IHS) and externally (IBO) on oral and written assignments which include individual and group performance, listening skills, and literary analysis.

INTERNATIONAL BACCALAUREATE FRENCH B SL SEMINAR  (IHS)
Grade: 11  Semesters: 2  Credit: 1
Prerequisites: Successful completion of French 3 (80% min) and teacher recommendation.
SL Seminar is the first of the two consecutive IB world language courses designed specifically for IB students. This course is open to juniors who plan to take the World Language IB SL course as seniors and who will take the IB exam during their senior year. In this course students will explore topics related to social relationships, communication and the media, global issues, and two of five optional topics specified by IB curriculum. Students will develop upper-intermediate communication skills with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing, and are expected to use the studied language 100% of the class period.

INTERNATIONAL BACCALAUREATE FRENCH B SL  (IHS)
Grade: 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of IB French SL Seminar
IB SL is the second of two IB World Language courses. Students will take their IB exam at the end of this course. Building on skills acquired in previous courses, students will expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading and writing, students will strengthen their proficiency in self-expression and develop a deeper comprehension of the language. Students will be examined internally (IHS) and externally (IBO) on oral and written assignments which include individual and group performance, listening skills, and literary analysis.

INTERNATIONAL BACCALAUREATE GERMAN B SL SEMINAR  (IHS)
Grade: 11  Semesters: 2  Credit: 1
Prerequisites: Successful completion of German 3 (80% min) and teacher recommendation.
SL Seminar is the first of the two consecutive IB world language courses designed specifically for IB students. This course is open to juniors who plan to take the World Language IB SL course as seniors and who will take the IB exam during their senior year. In this course students will explore topics related to social relationships, communication and the media, global issues, and two of five optional topics specified by IB curriculum. Students will develop upper-intermediate communication skills with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing, and are expected to use the studied language 100% of the class period.
INTERNATIONAL BACCALAUREATE GERMAN B SL  (IHS)
Grade: 12       Semesters: 2       Credit: 1
Prerequisite: Successful completion of IB German SL Seminar
IB SL is the second of two IB World Language courses. Students will take their IB exam at the end of this course. Building on skills acquired in previous courses, students will expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading, and writing students will strengthen their proficiency in self-expression and develop a deeper comprehension of the language. Students will be examined internally (IHS) and externally (IBO) on oral and written assignments which include individual and group performance, listening skills, and literary analysis.

INTERNATIONAL BACCALAUREATE SPANISH B SL SEMINAR  (IHS)
Grade: 11       Semesters: 2       Credit: 1
Prerequisites: Successful completion of Spanish 3 (80% min) and teacher recommendation.
SL Seminar is the first of the two consecutive IB world language courses designed specifically for IB students. This course is open to juniors who plan to take the World Language IB SL course as seniors and who will take the IB exam during their senior year. In this course students will explore topics related to social relationships, communication and the media, global issues, and two of five optional topics specified by IB curriculum. Students will develop upper-intermediate communication skills with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing, and are expected to use the studied language 100% of the class period.

INTERNATIONAL BACCALAUREATE SPANISH B SL  (IHS)
Grade: 12       Semesters: 2       Credit: 1
Prerequisite: Successful completion of IB Spanish SL Seminar
IB SL is the second of two IB World Language courses. Students will take their IB exam at the end of this course. Building on skills acquired in previous courses, students will expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading and writing, students will strengthen their proficiency in self-expression and develop a deeper comprehension of the language. Students will be examined internally (IHS) and externally (IBO) on oral and written assignments which include individual and group performance, listening skills, and literary analysis.
PHYSICAL EDUCATION, HEALTH AND JROTC

One unit of credit in Physical Education 1 or Junior Reserve Officers Training Corps (JROTC) is required for the South Carolina High School Diploma.

Sample assessment data are submitted every three years to determine the extent to which state physical education standards are being met by our district high school Physical Education I classes.

PHYSICAL EDUCATION 1

Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1

Physical Education 1 is designed to help all students develop health-related physical fitness, physical skill competence, cognitive understanding, and positive attitudes about physical activity so that they can lead physically active, healthy lifestyles. Through fitness and sports related activities, students are able to participate in and appreciate health-enhancing activities outside the physical education class and in the future. One semester of this course emphasizes personal fitness and wellness through weight training, cardiovascular activities, and the study of health-enhancing activities. The other semester incorporates fitness activities along with components of lifetime movement forms that help students lead an active lifestyle. Students are assessed using a variety of methods including skills tests, fitness tests, and written tests. This course meets the South Carolina Academic Standards for Physical Education and incorporates the American Heart Association’s “CPR in Schools Training Kit” for CPR and AED awareness instruction. Physical Education 1 is the foundation course for all other physical education courses.

- Beginning Fitness & Movement A  (Football, Basketball, & Racquets)
- Beginning Fitness & Movement B  (Volleyball, Soccer, & Golf / Archery)
- Beginning Fitness & Movement C  (Ultimate Frisbee / Handball, Softball, & Racquets)
- Beginning Fitness & Movement D  (Aerobic Activities & Recreational Sports)
- Beginning Fitness & Movement AA  (Freshman athletes that have recommendation from their coach)

PHYSICAL EDUCATION 2

Grade: 10, 11, 12
Semesters: 1 or 2
Credit: .5 or 1
Prerequisite: Physical Education 1 or JROTC 1

This second year of physical education is designed to help students continue to build on their understanding of the importance of life-long physical activity. This is an elective course and does NOT meet the graduation requirement for physical education.

Students may choose from the following:

Intramural Sports: This course includes activities based on sports, game knowledge and individual fitness. The curriculum will assist students in developing the skills to maintain an active lifestyle. Team, dual, and individual sports are played in an intramural/recreational sport-type forum.

Personal Fitness: This course investigates the value of fitness in daily life, examines methods of assessing personal fitness levels, and develops the ability to plan an individualized fitness program, concentrating on improving individual fitness. This class will utilize weight training, aerobic activity, low-level plyometrics (jump-training/explosive movements), flexibility and cross-training programs to establish health and wellness. The target areas will be the Five Fitness Components (flexibility, muscular strength, muscular endurance, cardiovascular fitness, and body composition).

Sports Training: This course is designed to improve overall strength and conditioning for motivated students. It provides the opportunity to improve strength, power, agility, flexibility, speed and endurance, while reducing the risk of injury during participation in sports. The major emphasis of this course will be a vigorous physical fitness program which will include weight training, cardiovascular fitness, speed improvement drills, and high-level plyometrics (jump-training/explosive movements). Enrollment requires coach’s signature or counseling staff recommendation.

PHYSICAL EDUCATION 3

Grade: 10, 11, 12
Semesters: 1 or 2
Credit: .5 or 1
Prerequisite: Physical Education 2

This third year of physical education is designed to help students continue to build on their understanding of the importance of life-long physical activity. Students will be expected to physically demonstrate improvement in skills and proficiency. Additionally, students will be able to demonstrate increased knowledge of strategies and techniques necessary to successfully participate in this physical education course. This is an elective course and does NOT meet the graduation requirement for physical education.

Students may choose from the following:

Intramural Sports: This course includes activities based on sports, game knowledge and individual fitness. The curriculum will assist students in developing the skills to maintain an active lifestyle. Team, dual, and individual sports are played in an intramural/recreational sport type forum.
**Personal Fitness:** This course investigates the value of fitness in daily life, examines methods of assessing personal fitness levels, and develops the ability to plan an individualized fitness program, concentrating on improving individual fitness. This class will utilize weight training, aerobic activity, low-level plyometrics (jump-training/explosive movements), flexibility and cross-training programs to establish health and wellness. The target areas will be the Five Fitness Components (flexibility, muscular strength, muscular endurance, cardiovascular fitness, and body composition).

**Sports Training:** This course is designed to improve overall strength and conditioning for motivated students. It provides the opportunity to improve strength, power, agility, flexibility, speed and endurance, while reducing the risk of injury during participation in sports. The major emphasis of this course will be a vigorous physical fitness program which will include weight training, cardiovascular fitness, speed improvement drills, and high-level plyometrics (jump-training/explosive movements). Enrollment requires coach’s signature or counseling staff recommendation.

**PHYSICAL EDUCATION 4**  
**Prerequisite:** Physical Education 3  
This fourth year of physical education is designed to help students continue to build on their understanding of the importance of lifelong physical activity. Students will be expected to physically demonstrate improvement in skills and proficiency. Additionally, students will be able to demonstrate increased knowledge of strategies and techniques necessary to successfully participate in this physical education course. **This is an elective course and does NOT meet the graduation requirement for physical education.**

Students may choose from the following:

**Intramural Sports:** This course includes activities based on sports, game knowledge and individual fitness. The curriculum will assist students in developing the skills to maintain an active lifestyle. Team, dual, and individual sports are played in an intramural/recreational sport type forum.

**Personal Fitness:** This course investigates the value of fitness in daily life, examines methods of assessing personal fitness levels, and develops the ability to plan an individualized fitness program, concentrating on improving individual fitness. This class will utilize weight training, aerobic activity, low-level plyometrics (jump-training/explosive movements), flexibility and cross-training programs to establish health and wellness. The target areas will be the Five Fitness Components (flexibility, muscular strength, muscular endurance, cardiovascular fitness, and body composition).

**Sports Training:** This course is designed to improve overall strength and conditioning for motivated students. It provides the opportunity to improve strength, power, agility, flexibility, speed and endurance, while reducing the risk of injury during participation in sports. The major emphasis of this course will be a vigorous physical fitness program which will include weight training, cardiovascular fitness, speed improvement drills, and high-level plyometrics (jump-training/explosive movements). Enrollment requires coach’s signature or counseling staff recommendation.

**BIOMECHANICS**  
**Grade:** 11, 12  
**Semesters:** 2  
**Credit:** 1  
Students enrolled in biomechanics will study the structural and mechanical principles involved in human movement.

**HUMAN GROWTH AND DEVELOPMENT**  
**Grade:** 9, 10, 11, 12  
**Semesters:** 2  
**Credit:** 1  
This course is a chronological study of the physical, cognitive, and emotional factors affecting human growth, development and potential across the lifespan.

**PERSONAL TRAINING**  
**Grade:** 12  
**Semesters:** 2  
**Credit:** 1  
**Prerequisite:** Human Anatomy and Physiology  
This course acquaints the student with the concepts and theories of exercise and its relation to health and physical fitness for personal trainers working in a one-on-one or small group setting.

**RECREATIONAL THERAPY**  
**Grade:** 10, 11, 12  
**Semesters:** 2  
**Credit:** 1  
Students in this course will identify and investigate various types of fitness activities in their local community including but not limited to hiking, yoga, pilates, zumba, and group fitness programs. This course will also evaluate the therapeutic effects of exercise on various populations.
SPORTS & EXERCISE PSYCHOLOGY (SHHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Sports and Exercise Psychology is the examination of psychological concepts and coaching attitudes and techniques for improving and fostering athletic performance and enjoyment. Includes psychological motivation, choice, and individual participation in appropriate athletic and fitness activities.

SOCIETY OF SPORT (SHHS)
Grade: 9, 10, 11, 12  Semesters: 1  Credit: .5
Sociology of Sport is designed to educate students about the relevance of sport in modern society, the impact of sport on society, and the influence cultural institutions have on sport. Research will be conducted through a variety of media and technology platforms to examine all sports and their effect on society.

WEIGHT TRAINING 1 (CHS, DFHS, IHS, SHHS)
Grade: 9  Semesters: 1 to 2  Credit: .5 to 1
Prerequisite: Head Coach Signature or Counseling Staff Recommendation
This course is designed for motivated students who want to improve their personal fitness. Physical training (weight training and conditioning) is the focus of the class. Emphasis will be placed on the proper development of weight-training techniques and improving the student’s physical fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition). Assessment is based on participation, student improvement, and knowledge of technique and safety. This is an elective course and does NOT meet the graduation requirement for physical education.

WEIGHT TRAINING 2 (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 1 to 2  Credit: .5 to 1
Prerequisite: Head Coach Signature or Counseling Staff Recommendation, Weight Training 1
This course is designed for motivated students who want to improve their personal fitness. Physical training (weight training and conditioning) is the focus of the class. Emphasis will be placed on the proper development of weight-training techniques and improving the student’s physical fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition). Students will demonstrate progression in technique and fitness as measured in prerequisite course. Assessment is based on participation, student improvement, and knowledge of technique and safety. This is an elective course and does NOT meet the graduation requirement for physical education.

WEIGHT TRAINING 3 (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 1 to 2  Credit: .5 to 1
Prerequisite: Head Coach Signature or Counseling Staff Recommendation, Weight Training 2
This course is designed for motivated students who want to improve their personal fitness. Physical training (weight training and conditioning) is the focus of the class. Emphasis will be placed on the proper development of weight-training techniques and improving the student’s physical fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition). Students will demonstrate progression in technique and fitness as measured in prerequisite course. Assessment is based on participation, student improvement, and knowledge of technique and safety. This is an elective course and does NOT meet the graduation requirement for physical education.

WEIGHT TRAINING 4 (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 1 to 2  Credit: .5 to 1
Prerequisite: Head Coach Signature or Counseling Staff Recommendation, Weight Training 3
This course is designed for motivated students who want to improve their personal fitness. Physical training (weight training and conditioning) is the focus of the class. Emphasis will be placed on the proper development of weight-training techniques and improving the student’s physical fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition). Students will demonstrate progression in technique and fitness as measured in prerequisite course. Assessment is based on participation, student improvement, and knowledge of technique and safety. This is an elective course and does NOT meet the graduation requirement for physical education.

HEALTH EDUCATION

HEALTH: FIT FOR LIFE (DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 1  Credit: .5
This course will provide students opportunities to apply their knowledge and skills in health. By incorporating decision-making skills, students will learn and practice ways to make healthy choices. This course will emphasize how taking responsibility for one’s health can have positive effects not only on the individual but also on others. In addition to offering instructions in human growth and development, disease prevention and control, and mental, dental, and consumer health, this course is designed to provide the students with an understanding of anatomy and physiology of the human body and the effects of physical exercise. This is a Health elective course and does not count as a physical education credit for graduation.
NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS (CHS)

**NAVY JUNIOR RESERVE OFFICER TRAINING CORPS (NJROTC) 1, 2, 3, 4 (CHS)**
**Grade: 9, 10, 11, 12**  
**Semesters: 2 to 8**  
**Credit: 1 to 4**

The Navy Junior Reserve Officer Training Corps is a leadership-training program offered cooperatively by the local school and The United States Navy. Topics covered include naval orientation, operations and organization, history, navigation, seamanship, leadership, astronomy, electronics, oceanography, and drills, commands and ceremonies. Drills, public service activities, and field studies reinforce classroom instruction. Cadets who complete at least two years of NJROTC and who are recommended by their Naval Science Instructor receive special consideration for NJROTC scholarship selection. To be eligible for enrollment a student must be selected by the NJROTC instructor with the approval of the school administration, maintain acceptable standards of academic achievement, and conduct and comply with personal grooming and dress standards. NJROTC 1 satisfies the physical education graduation requirement, and there is absolutely no military obligation incurred for taking any or all the NJROTC courses.

**NAVY DRILL TEAM 2, 3, 4 (CHS)**
**Grade: 10, 11, 12**  
**Semesters: 2 to 6**  
**Credit: 1 to 3**

**Prerequisite: NJROTC 1 and approval of Director NJROTC**

Navy Drill Team is a combination of the NJROTC 2 to 4 curriculum with added emphasis on basic and fancy drill team movements. Instruction will also include precision rifle movements as well as advanced color guard and saber line procedures. Members of this class will participate in drill team competitions, and class leaders will also be responsible for training NJROTC 1 cadets desiring to become drill team members at weekly meetings afterschool.

**NAVY DRUM AND BUGLE CORPS 1, 2, 3, 4 (CHS)**
**Grade: 9, 10, 11, 12**  
**Semesters: 2 to 8**  
**Credit: 1 to 4**

**Prerequisite: Concurrent enrollment in Band**

Navy Drum and Bugle Corps is a combination of NJROTC 1 to 4 curriculum that places an emphasis on the individual’s musical interests. Instruction includes basic NJROTC curriculum as well as marching in a military band formation and participating in multiple ceremonies throughout the academic year. Some of these events include the Labor Day Parades, Veterans Day Parades, Homecoming and other NJROTC functions.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (DFHS, IHS)

The mission of the AFJROTC program is to educate and train high school cadets in citizenship; promote community service; instill responsibility, character, and self-discipline; and to provide instruction in air and space fundamentals and associated civil and military industrial career opportunities. In accomplishing this mission, students are afforded the opportunity to develop their leadership skills, gain an appreciation/respect for authority and team work, and enhance their self-confidence and grooming standards. Many students are scheduled to participate in orientation flights in military and civilian (Cessna 172) aircraft and/or flight simulators. All students have a myriad of opportunities to participate in service learning projects, acquire (or enhance their) word processing proficiency skills, and use numerous computer programs. Aerospace Science 1 satisfies the Physical Education 1 graduation requirement, and there is absolutely no military obligation incurred for taking any Aerospace Science courses. Facility and staff limitations preclude accommodating more than 150 students in the AFJROTC program; therefore, priority is given those students who indicate during advisement that they plan to take more than one year of AFJROTC during grades 9-12.

**AEROSPACE SCIENCE 1 (DFHS, IHS)**
**Grade: 9, 10, 11, 12**  
**Semesters: 2**  
**Credit: 1**

This “citizenship development” course has three major parts: Aerospace Science (AS), Leadership Education (LE) and Wellness. The AS Portion is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations then progresses through time to today. The focus is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and some brief space exploration history. The LE portion is an introduction to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. Cadets are provided fundamental and in-depth instruction on things that have impact beyond a military application. Students learn AFJROTC and Air Force organizational structure, uniform wear, customs and courtesies, grooming and dress, drill and ceremonies and other military traditions. Cadets must wear the Air Force uniform and meet Air Force JROTC established grooming standards during the course. Upon entry, students must meet and then maintain acceptable standards of academic achievement, conduct and appearance. Wellness is an official part of the Air Force Junior ROTC program. The exercise program focuses on individual base line improvements with the goal of achieving a national standard as calculated with age.
and gender. The course satisfies the PE 1 graduation requirements. Field studies and public service activities reinforce the studies. There is no military obligation incurred while taking any AFJROTC course.

AEROSPACE SCIENCE 2  
Grade: 10, 11, 12  
Prerequisite: AS/AFJROTC-1 and/or approval of Director; AFJROTC  
These “citizenship development” courses have three major parts: Aerospace Science (AS), Leadership Education (LE) and Wellness. The AS and LE subject offerings change each year since second, third and fourth year students attend class together and the rotation insures no student gets duplicate instruction in any three year timeframe. AS courses titles include The Science of Flight, Cultural Studies, Exploring Space, and Survival and any one of these subjects is approximately 40% of the annual offering. The Science of Flight option focuses on the modern airplane and the environment in which it flies. Cultural Studies focus on increasing a student’s global awareness. Exploring Space looks at man’s quest for the stars and the high technology associated with the space program. Survival is a practical course teaching first aid and disaster response applicable skills and similar disciplines. LE is a second 40% of the overall course each year, and subjects include communication skills, individual and team awareness, leadership, life skills, career opportunities, and principles of management. These subjects change in the same three year rotation to avoid duplication for any one student. Cadets in these classes also participate in management of the cadet corps at varying levels depending on their year group and time in JROTC. All cadets are exposed weekly to advanced drill and ceremonies, where the student is expected to command and is also exposed to precision rifle movements and advanced color guard and/or saber drill. Cadets must wear the Air Force uniform and meet Air Force JROTC established grooming standards during the course. Upon entry, students must meet and then maintain acceptable standards of academic achievement, conduct, and appearance. Wellness is an official part of the entire Air Force Junior ROTC program and is the final 20%. The exercise program focuses on individual base line improvements with the goal of achieving a national standard as calculated with age and gender. Filed studies and public service activities reinforce the studies. There is no military obligation incurred while taking an AFJROTC course.

AEROSPACE SCIENCE 3  
Grade: 11, 12  
Prerequisite: AS/AFJROTC-2 and/or approval of Director, AFJROTC  
These “citizenship development” courses have three major parts: Aerospace Science (AS), Leadership Education (LE) and Wellness. The AS and LE subject offerings change each year since second, third and fourth year students attend class together and the rotation insures no student gets duplicate instruction in any three year timeframe. AS courses titles include The Science of Flight, Cultural Studies, Exploring Space, and Survival and any one of these subjects is approximately 40% of the annual offering. The Science of Flight option focuses on the modern airplane and the environment in which it flies. Cultural Studies focus on increasing a student’s global awareness. Exploring Space looks at man’s quest for the stars and the high technology associated with the space program. Survival is a practical course teaching first aid and disaster response applicable skills and similar disciplines. LE is a second 40% of the overall course each year, and subjects include communication skills, individual and team awareness, leadership, life skills, career opportunities, and principles of management. These subjects change in the same three year rotation to avoid duplication for any one student. Cadets in these classes also participate in management of the cadet corps at varying levels depending on their year group and time in JROTC. All cadets are exposed weekly to advanced drill and ceremonies, where the student is expected to command and is also exposed to precision rifle movements and advanced color guard and/or saber drill. Cadets must wear the Air Force uniform and meet Air Force JROTC established grooming standards during the course. Upon entry, students must meet and then maintain acceptable standards of academic achievement, conduct, and appearance. Wellness is an official part of the entire Air Force Junior ROTC program and is the final 20%. The exercise program focuses on individual base line improvements with the goal of achieving a national standard as calculated with age and gender. Filed studies and public service activities reinforce the studies. There is no military obligation incurred while taking an AFJROTC course.

AEROSPACE SCIENCE 4  
Grade: 12  
Prerequisite: AS/AFJROTC 3, Approval of Director, AFJROTC  
These “citizenship development” courses have three major parts: Aerospace Science (AS), Leadership Education (LE) and Wellness. The AS and LE subject offerings change each year since second, third and fourth year students attend class together and the rotation insures no student gets duplicate instruction in any three year timeframe. AS courses titles include The Science of Flight, Cultural Studies, Exploring Space, and Survival and any one of these subjects is approximately 40% of the annual offering. The Science of Flight option focuses on the modern airplane and the environment in which it flies. Cultural Studies focus on increasing a student’s global awareness. Exploring Space looks at man’s quest for the stars and the high technology associated with the space program. Survival is a practical course teaching first aid and disaster response applicable skills and similar disciplines. LE is a second 40% of the overall course each year, and subjects include communication skills, individual and team awareness, leadership, life skills, career opportunities, and principles of management. These subjects change in the same three year rotation to avoid duplication for any one student. Cadets in these classes also participate in management of the cadet corps at varying levels depending on their year group and
time in JROTC. All cadets are exposed weekly to advanced drill and ceremonies, where the student is expected to command and is also exposed to precision rifle movements and advanced color guard and/or saber drill. Cadets must wear the Air Force uniform and meet Air Force JROTC established grooming standards during the course. Upon entry, students must meet and then maintain acceptable standards of academic achievement, conduct, and appearance. Wellness is an official part of the entire Air Force Junior ROTC program and is the final 20%. The exercise program focuses on individual base line improvements with the goal of achieving a national standard as calculated with age and gender. Filed studies and public service activities reinforce the studies. There is no military obligation incurred while taking an AFJROTC course.

AEROSPACE SCIENCE-DRILL TEAM
Grade: 10, 11, 12
Semesters: 2 to 6
Credit: 1 to 3
Prerequisite: AS1, prior drill team experience, and approval of Director AFJROTC
Aerospace Science-DT (drill team) is a combination of AS2 AS3, or AS4 curriculum with added emphasis on basic and fancy drill team movements. Instruction will also include precision rifle movements as well as advanced color guard and saber line procedures. Members of this class will participate in drill team competitions, and class leaders will also be responsible for training AS1 cadets desiring to become drill team members at weekly meetings after school.

AEROSPACE SCIENCE 3 OR 4, HONORS
Grade: 11, 12
Semesters: 2
Credit: 1
Prerequisite: AS/AFJROTC 1, 2 or 3 and/or approval of the Director AFJROTC
Aerospace Science 3 or 4 honors is unique in that selected cadets in their third or fourth year of JROTC are responsible for the management of the cadet corps. They are responsible for the planning, organization, directing, controlling, and decision making. Student practice their communication, decision making, personal interaction, managerial and organizational skills by leading and motivating other cadets in the cadet corps. Students are exposed to career opportunities and how to find their way in the working world. This course uses the AS 400 text, Management of the Cadet Corps, as its 40% aerospace studies component. The Leadership (LE) component is whichever LE curriculum is being taught to the other upper class cadets in the annual rotation of course offerings, but because this is an honors course there is an added emphasis on written and oral communication skills. The Wellness component is the same as the other JROTC 2, 3 and 4 classes, but with an added emphasis on the preparation of students desiring to pursue a military career for the rigors of enlisted basic training or officer training at the post-secondary level. Students can take either AS 3 or 4, Honors, but not both since the curriculum has the same JROTC AS course foundation each year. It is recommended that this class be taken in a fourth year, with another honors class be selected in the third year for those cadets desiring more academic rigor.

AEROSPACE SCIENCE-HONORS PROJECT
Grade: 11, 12
Semesters: 2
Credit: 1
Prerequisite: Any AS 2 Class or the approval of the Senior Aerospace Science Instructor
This is an honors level class for a limited number of highly qualified third and/or fourth year cadets. This AFJROTC approved honors course provides an advanced study of topics related to the overall aerospace science curriculum and integrates with other academic disciplines within the high school. It serves as option for academically advanced students who wish to do a cross-curriculum project for junior or senior honors credit. The course of study has strict completion timelines and standards. It involves the student with faculty members he/she chooses to be on a project evaluation committee. The honors project content is approved by this committee and becomes the learning contract for the student for the year of study. The leadership curriculum in this course is the same as Aerospace Science 4 and it is evaluated as part of the overall project.

AEROSPACE SCIENCE-HONORS GROUND SCHOOL
Grade: 11, 12
Semesters: 2
Credit: 1
Prerequisite: Any AS 1 or 2 Class or the approval of the Senior Science Instructor
This is an honors level class for a limited number of highly qualified cadets. This AFJROTC approved course provides an advanced study of previous aerospace science topics. It serves as a foundation for students interested in applying for a private pilot's license. At the completion of the course students should be able to take and pass the FAA written examination. The student is responsible for any FAA exam costs and any flight instruction he/she desires. These activities are not required for course completion. The leadership curriculum in this course is the same as Aerospace Science 3 or 4.
VISUAL ARTS

The Visual Arts programs of School District Five of Lexington and Richland Counties offer a series of semester and yearlong Visual Arts courses with a specific area of concentration, providing students with an opportunity to focus efforts in areas of particular interest and to acquire in-depth instruction and experience in their chosen area(s). **Students must complete and pass Visual Arts Foundations as a prerequisite to all other Visual Arts courses.** Students may then choose any course provided they met the prerequisite for that course. The Visual Arts programs strongly recommend that students planning to take Advanced Placement Art schedule at least two Visual Arts courses in the same media.

Note: District Five's Visual Arts programs offer a variety of Visual Arts Courses that reflect the interests of each school's population. Some Visual Arts courses are exclusive to a particular high school. This is noted next to the course title.

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International Baccalaureate

See Course Description for Prerequisite Information

Dual Enrollment

Arts 102 (IHS through USC Lancaster)

NON-STUDIO VISUAL ARTS COURSES

ART HISTORY

Grade: 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

The purpose of this course is to introduce students to the history of art, including sculpture, architecture, and contemporary art. The key to appreciating art in all its forms is exposure to it. In this course, students will be exposed to the history of various art forms and artists and how their works may be relevant to their lives today. Students will explore aesthetic theories and various approaches to art criticisms. Studio art production is not a major emphasis of the course.

VISUAL ARTS FOUNDATIONS

VISUAL ARTS FOUNDATIONS

Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

Visual Arts Foundations is an introductory course in which students study the design elements and principles which form the basis for developing composition and are necessary for the appreciation and production of artworks. Objectives include art making, studying the appreciation of art, understanding the characteristics and potentials of many tools and processes, appreciating the importance of art in everyday life, developing individual capabilities including creativity and originality, and learning to visually and verbally express thoughts, feelings, and ideas. Visual Arts Foundations is a prerequisite for all other Visual Arts courses.

TWO-DIMENSIONAL COURSE OFFERINGS

DIGITAL ARTS

Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

This course is an introduction to digital media and its application to the production of visual art. The elements of design and computer applications such as Adobe Creative Suites will be the basis for solving visual problems. Students will explore digital creations and image manipulation through individual and group programs, class critiques and discussions. Emphasis will be placed on developing problem-solving skills and the aesthetic criteria for evaluation.

GRAPHIC DESIGN AND ADVERTISING

Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

This course will acquaint students with the development of concepts and visual images as they relate to the world of advertising and graphic communications. Students will learn how to determine client needs, how to target specific audiences, and how to apply a variety of mass media. In the process of print and digital production, students will learn layout, design, typography and aesthetics. Various problems in graphic communication and advertising will be addressed with real-world applications and experiences.

MONOPRINT MANIA

Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

Explore printmaking by creating one-of-a-kind originals! An overview of the four printmaking processes will introduce this course, but monoprints will be the exclusive activity of the semester. Learn this creative, spontaneous, planographic art-making technique. Four units of study will be featured: monoprints influenced by an artist, the “ghost” image, the monoprint as an image base and the use of a monoprint as a collage element.
PHOTOGRAPHY 1  
Grade: 9, 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations  
In this introductory photography class, students will learn to operate a 35mm camera and may also be exposed to a variety of cameras - 35mm SLR, DSLR, phone and tablet.  Students will explore both the technical and creative aspects of the camera and their impact upon the photographic image.  The photographic image as an art form is the emphasis of the course; therefore, a strong foundation in basic design is a requirement.  Please refer to the individual syllabus of your designated school for specific course details.  CHS students are required to supply their own 35mm camera, 4-8 rolls of film and photographic printing paper.

PHOTOGRAPHY 2  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations and Photography 1  
Photography 2 centers on the student who wishes to continue to pursue photography as an art form.  Major emphasis will be placed on improving camera and post techniques along with developing one’s own personal style.  Some advanced topics which may be explored include experimental darkroom techniques, image manipulation with Adobe Photoshop, studio lighting, white balance, various lenses and tips for creating a photography portfolio.  CHS students are required to supply their own 35mm camera, 4-8 rolls of film and photographic printing paper.

THE ART OF INTERIOR DESIGN 1  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations  
This course will explore the spatial and aesthetic concerns of interior design such as space planning, lighting, materials, color theory, and furnishings. Each student will design a proposed residential space with a given set of technical and conceptual concerns. Students will create a set of presentation boards depicting drawings, floor plans, elevations, materials, and furniture. The ability to think creatively and the need to articulate design ideas will be emphasized. Students will keep an idea file in the form of a sketchbook/journal.

THE ART OF INTERIOR DESIGN 2  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations and Art of Interior Design 1  
Students will explore spatial and aesthetic concerns of interior design as they relate to commercial spaces.  Space planning, lighting, materials, color theory, furnishing and technical rendering will be explored.  Each student will design a proposed commercial space with a given set of technical and conceptual concerns.  Students will create a set of presentation boards demonstrating creative design ideas.

DRAWING  
Grade: 9, 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations  
Drawing is primarily focused on improving the student’s drawing skills while introducing new techniques and media.  Students will develop skills in using various pencils, colored pencils, pen and ink, collage and mixed media.  Realism and abstract art approaches may be explored.  Topics include still life, linear perspective, and portraits.  Assigned visual problems are designed to encourage a creative response, but emphasis is placed on building basic drawing technique skills.

PAINTING  
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations and Drawing  
Students will investigate a basic foundation in acrylic painting techniques while learning advanced skills in drawing.  This course will include a brief overview of various periods of art history.  Assigned visual problems will include a variety of wet and dry media and techniques.  Students will be encouraged to develop an individual creative approach to the assigned visual problems.  This course will assist students in beginning to assemble a portfolio of artwork.

STUDIO CONCENTRATIONS, TWO-DIMENSIONAL DESIGN  
Grade: 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Visual Arts Foundations, at least 3 other art courses, and Visual Arts teacher recommendation  
Studio Concentration courses provide individualized and concentrated study reflecting the student’s specific levels of ability and creative interests.  Emphasis will be placed on creative thinking, craftsmanship and originality.  The courses are designed for the serious art student who wishes to focus on the creation of art in a specific media.  Students must have passed the lower level courses in the media in which they wish to concentrate.  Studio Concentrations are offered in the following two-dimensional topics:

- Drawing (CHS, DFHS, IHS, SHHS)
- Painting (CHS, DFHS, IHS, SHHS)
- Digital Arts (CHS, DFHS, IHS)
- Photography (CHS, DFHS, IHS, SHHS)
STUDIO CONCENTRATIONS, TWO-DIMENSIONAL DESIGN, HONORS
(CHS, DFHS, IHS, SHHS)
Grade: 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations, at least 3 other art courses, Visual Arts teacher recommendation, and audition

Studio Concentration courses provide individualized and concentrated study reflecting the student’s specific levels of ability and creative interests. Emphasis will be placed on conceptual thinking and problem-solving, superior craftsmanship, originality, and self-reflection. The courses are designed for the serious art student who wishes to develop a body of work to develop a portfolio for Advanced Placement Art, college interviews, scholarships and/or the admissions process or future career placement in the arts. Students must have passed lower level courses in the media in which they wish to concentrate. It is recommended that AP-bound students concentrate in a topic for a full year to earn 1 unit of credit. Studio Concentrations are offered in the following two-dimensional design topics:

- Drawing (CHS, DFHS, IHS, SHHS)
- Painting (CHS, DFHS, IHS, SHHS)
- Digital Arts (CHS, IHS, DFHS)
- Photography (CHS, DFHS, IHS, SHHS)

THREE-DIMENSIONAL COURSE OFFERINGS

ART: ALTERED, ABSTRACT, AND EXTRAORDINARY
(SHHS)
Grade: 9, 10, 11, 12
Semester: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

This course will focus on expressing oneself through the experimentation of alternative media, techniques, and processes to create compositionally dynamic two and three-dimensional works. Traditional and non-traditional media such as papers, paint, cardboard, clay, found objects, and textiles will be explored. Processes such as collage, relief sculpture, and assemblage will be taught.

CERAMICS
(IHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

Designed to teach the fundamentals of ceramics, this course emphasizes the characteristics of clay. Students will learn the terminology of media through a hands-on approach. The course projects include different methods of hand-building and wheel techniques. Students will survey forms from the ancient past to present craftsmen in the field.

CONTEMPORARY DESIGN 1
(CHS, IHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

This course offers a creative approach with a variety of unique media which may include jewelry making, handmade paper, batik, frame loom weaving, basketry, stitchery, tapestry, macramé, and rug-making. Students will explore the concept of craft versus art in their personal expressions. Emphasis will be placed on creative design, problem-solving skills, and use of craftsmanship.

CONTEMPORARY DESIGN 2
(CHS, IHS)
Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations and Contemporary Design 1

Contemporary Design 2 is designed for the student who is serious about using the crafts as media for fine art production. Students will develop a concentration based on previous and new skills in different crafts areas and will focus on creating a body of work that reflects their personal style. Emphasis will be on problem-solving, craftsmanship and creative design as it applies to crafts as fine art. A portfolio of work will be developed that can be used in college interviews, scholarships and/or admissions process.

LANDSCAPE ARCHITECTURE / GARDEN DESIGN
(IHS)
Grade: 9, 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations

The purpose of this course is to introduce students to the design elements of landscape architecture. Students will use the elements and principles of design to create landscape designs. Activities include working to beautify and enhance the grounds of Irmo High School, working within the community to improve the area and working in the classroom to study horticulture and landscape design. Students will develop an appreciation for design in nature and a sense of pride for the school and environment.

PUBLIC ART
(IHS)
Grade: 10, 11, 12
Semesters: 1
Credit: .5 Elective
Prerequisite: Visual Arts Foundations and Three-Dimensional Design 1

In this project-based course, students will use research, readings, and project creation to explore the meaning and varieties of art created in and for public spaces, such as the use of public funds for art and the controversy often associated with it as well as issues related to function and accessibility. This course is designed for students to develop familiarity with the historical foundation and evolution of
public art, with an emphasis on public art in Columbia, SC, and its surrounding areas. Students will keep a visual journal of existing as well as current and planned public art projects in and around the Columbia area. Hands-on learning activities will include small-scale public art projects for the Irmo High School campus. For a final project, students will work in small collaborative groups to research, plan, and submit proposals for a large-scale public artwork for the Irmo High School campus.

STAINED GLASS 1  
Grade: 10, 11, 12  
Semesters: 1  
Prerequisite: Visual Arts Foundations and Three-Dimensional Design 1  
Credit: .5 Elective

This course provides an introduction to the art of stained glass. Basic techniques of lead cane, copper foil, and mosaic will be investigated. Students will explore the evolution and history of stained glass and its progression into modern usage. Assigned visual problems will emphasize design fundamentals and the development of creativity and technical skills.

STAINED GLASS 2  
Grade: 10, 11, 12  
Semesters: 1  
Prerequisite: Visual Arts Foundations, Three-Dimensional Design 1 and Stained Glass 1  
Credit: .5 Elective

Stained Glass 2 provides a more in-depth look at the art of stained glass. Assigned visual problems will include new techniques in glass fusing and glass slumping, as well as techniques learned in Stained Glass 1. Emphasis will be placed on the development of project ideas and technical skills.

THREE-DIMENSIONAL DESIGN 1  
Grade: 9, 10, 11, 12  
Semesters: 1  
Prerequisite: Visual Arts Foundations  
Credit: .5 Elective

This course is designed to teach students the fundamentals of three-dimensional design and how to apply the elements and principles of design to works of art. Students will create a strong three-dimensional artwork that may include the use of clay, paper, plaster, cardboard, wood and other three-dimensional materials. Three-dimensional methods such as relief, modeling, carving and assemblage may be explored. Care and use of tools and materials in the studio will be stressed.

THREE-DIMENSIONAL DESIGN 2  
Grade: 10, 11, 12  
Semesters: 1  
Prerequisite: Visual Arts Foundations and Three-Dimensional Design 1  
Credit: .5 Elective

This course is designed for the student wishing to pursue the study of sculpture and ceramics. Advanced techniques, materials and methods will be explored. Both sculptural and functional approaches will be used with various media. Students will be introduced to basic kiln firing and glazing wares. Emphasis is placed on improving one’s technique, skill and aesthetic perception, as well as developing a personal style.

STUDIO CONCENTRATIONS, THREE-DIMENSIONAL DESIGN  
Grade: 11, 12  
Semesters: 1  
Prerequisite: Visual Arts Foundations, at least 3 other art courses, and Visual Arts teacher recommendation  
Credit: .5 Elective

Studio Concentration courses provide individualized and concentrated study reflecting the student’s specific levels of ability and creative interests. Emphasis will be placed on creative thinking, craftsmanship and originality. The courses are designed for the serious art student who wishes to focus on the creation of art in a specific media. Students must have passed the lower level courses in the media in which they wish to concentrate. Studio Concentrations are offered in the following Three-Dimensional topics:

- Ceramics (IHS)
- Contemporary Design (CHS, IHS)
- Landscape Architecture/Garden Design (IHS)
- Stained Glass (IHS)
- Three-Dimensional Design (CHS, DFHS, IHS, SHHS)

STUDIO CONCENTRATIONS, THREE-DIMENSIONAL DESIGN, HONORS  
Grade: 11, 12  
Semesters: 1  
Prerequisite: Visual Arts Foundations, at least 3 other art courses, Visual Arts teacher recommendation, and audition  
Credit: .5 Elective

Studio Concentration courses provide individualized and concentrated study reflecting the student’s specific levels of ability and creative interests. Emphasis will be placed on conceptual thinking and problem-solving, superior craftsmanship, originality, and self-reflection. The courses are designed for the serious art student who wishes to develop a body of work to develop a portfolio for Advanced Placement Art, college interviews, scholarships and/or the admissions process or future career placement in the arts. Students must have passed lower level courses in the media in which they wish to concentrate. It is recommended that AP-bound students concentrate in a topic for a full year to earn 1 unit of credit. Studio Concentrations are offered in the following three-dimensional design topics:

- Ceramics (IHS)
- Contemporary Design (CHS, IHS)
- Landscape Architecture/ Garden Design (IHS)
Stained Glass (IHS)
Three-Dimensional Design (CHS, DFHS, IHS, SHHS)

ADVANCED PLACEMENT

ADVANCED PLACEMENT DRAWING (CHS, DFHS, IHS, SHHS)
ADVANCED PLACEMENT TWO-DIMENSIONAL DESIGN (CHS, DFHS, IHS, SHHS)
ADVANCED PLACEMENT THREE-DIMENSIONAL DESIGN (CHS, DFHS, IHS, SHHS)
Grade: 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Visual Foundations, at least three other art courses and Visual Arts teacher recommendation

Advanced Placement Art classes are rigorous, college-level Visual Arts courses designed for students wishing to earn Advanced Placement Art credit. There are three Advanced Placement Art classes: Drawing, Two-Dimensional Design and Three-Dimensional Design. Students seeking to enroll in an Advanced Placement Art class should contact a Visual Arts teacher at their school regarding specific requirements.

Students may complete two portfolios, one in the 11th grade and one in the 12th grade, to earn two Advanced Placement Art credits. If students intend only to complete one portfolio, they should take an Advanced Placement Art class as a Senior.

In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight.

ADVANCED PLACEMENT ART HISTORY (IHS)
Grade: 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Successful completion of World History, English 2 or 3 Honors, and Visual Arts Foundations

The AP Art History course is equivalent to a two-semester college survey course exploring the nature of art, art making and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students develop an in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to and interpretations of art. (Source: College Board’s Course Overview for AP Art History).

This course will prepare students for the AP Art History examination administered through The College Board in May. If students are successful on the AP exam, they may earn college credit. In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight.
INTERNATIONAL BACCALAUREATE VISUAL ARTS

The goals of IB Visual Arts are for students to explore and critically respond to: the aesthetic qualities of visual arts, the relationship between form and meaning, the social and cultural functions of visual arts, and the socio-cultural and historical contexts of other cultures. This course of study has both a studio and an investigation component. Students are required to maintain an Investigation Workbook, which serves as documentation of the evolution of their aesthetic and creative journey. Students develop skills in investigation, inquiry, organization, critical thinking, problem solving, time management, reflection, and life-long scholarship. The course of study is intended to enable students to study Visual Arts in a personally meaningful way and to promote the study of Visual Arts in higher education. However, the course of study also supports students who are interested in life-enriching experiences by investigating and creating art. The aims and assessment objectives for IB Visual Arts students at both HL and SL are the same. However, the assessment criteria (markbands) and number of sample artworks and Investigation Workbook pages submitted for assessment are differentiated according to the level at which each student has committed. At the conclusion of this course of study, each student will submit a final portfolio of sample Investigation Workbook pages, studio work, and a video-recorded interview to the International Baccalaureate Organization for final assessment. For more information about the aims and assessment objectives for IB Visual Arts students, the Diploma Programme Visual Arts Guide can be viewed at http://www.ibo.org/en/programmes/diploma-programme/curriculum/the-arts/visual-arts/

IB VISUAL ARTS SL SEMINAR (HONORS WEIGHT) (IHS)
Grade: 11  Semesters: 2  Credit: 1 Elective
Prerequisites: Successful completion of Design Foundations and at least two additional Visual Arts courses; teacher recommendation

IB VISUAL ARTS A SL* (IHS)
Grade: 11 or 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Successful completion of Design Foundations and at least two additional Visual Arts courses or IB Visual Arts SL Seminar; teacher recommendation

IB VISUAL ARTS HL 1* (IHS)
Grade: 11  Semesters: 2  Credit: 1 Elective
Prerequisite: Successful completion of Design Foundations and at least two additional Visual Arts courses; teacher recommendation

IB VISUAL ARTS HL 2* (IHS)
Grade: 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Successful completion of IB Visual Arts HL 1

*IB Programme Course Participation:
Students not enrolled in the IB Diploma Programme may enroll in IB Visual Arts at Higher Level (HL) for two years or Standard Level (SL) for one year for Participation Credit. Visual Arts HL students may be awarded an art credit in college based on their college’s policy for accepting International Baccalaureate Visual Arts scores.

DUAL ENROLLMENT

ARTS 102 (IHS)
Grade: 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Visual Arts Foundations and one other visual arts course
This course is a foundations level course in the use of personal computers and discipline-related software as aids in visual design. This course is offered through USC Lancaster.
PERFORMING ARTS

The Performing Arts programs of School District Five of Lexington and Richland Counties offer a series of semester and/or year-long courses in specific areas of concentration, providing students with an opportunity to focus efforts and to acquire in-depth instruction and experiences in their chosen area. **After-school rehearsals and performances are required for all performing arts programs.**

DANCE

**DANCE 1 – INTRODUCTION TO DANCE**  
(CHS, DFHS, IHS, SHHS)  
Grade: 9, 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
This is an introductory level course designed to expose the beginner level student to the well-rounded art of dancing. It is the foundational course for the dance curriculum and does not require previous dance experience. This class will focus on basic modern, ballet, social dance, jazz, and hip-hop dance techniques. The student will be able to recognize and identify the introductory vocabulary and history of dance. Students enrolled in this course will participate in a culminating performance at the end of the semester. Specific attire and shoes are required for this course.

**DANCE 2 – INTERMEDIATE TECHNIQUE AND CHOREOGRAPHY INTRODUCTION**  
(CHS, IHS, DFHS, SHHS)  
Grade: 9, 10, 11, 12  
Semesters: 1  
Credit: .5 Elective  
Prerequisite: Dance 1 or Teacher Recommendation  
The class will focus on intermediate modern, ballet, jazz, and hip-hop technique. The student will enhance their knowledge of dance vocabulary and history. In addition, students will begin to explore choreography and participate in short choreography exercises and/or projects. Students enrolled in this course will participate in a culminating performance at the end of the semester. Specific attire and shoes are required for this course.

**DANCE 3 – ADVANCED TECHNIQUE AND CHOREOGRAPHY DEVELOPMENT**  
(CHS, DFHS, IHS, SHHS)  
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Dance 2 and Teacher Recommendation  
This is an advanced level course designed to deepen the understanding and accuracy of performing various styles of dance technique. This class will focus on the advanced knowledge and understanding of modern, ballet, jazz, and hip-hop technique. Students will further investigate the choreography process and be able to construct their own choreography throughout the year. Students will continue to increase their knowledge of dance vocabulary and history of each style of dance. Students will participate in various performances throughout the year. Specific attire and shoes are required for this course.

**DANCE 4 – ADVANCED TECHNIQUE AND CHOREOGRAPHY ENCAPSULATION PROJECT**  
(CHS, IHS, DFHS, SHHS)  
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Dance 3 and Teacher Recommendation  
This course is a continuation of Dance 3 to further the exploration and development of dance. The class will focus on modern, ballet, jazz, and hip-hop on a pre-professional level of expertise training. Students in this course will choreograph several pieces for the concerts as an encapsulation project for the conclusion of the dance program. Students will continue to increase their knowledge of dance vocabulary and history of each style of dance. Students will participate in various performances throughout the year. Specific attire and shoes are required for this course.

**DANCE 5**  
(CHS, DFHS, IHS, SHHS)  
Grade: 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Dance 4 and Teacher Recommendation  
This course is a continuation of Dance 4 to further develop pre-professional training in ballet, modern, jazz and hip-hop. Students will increase their knowledge of vocabulary and history and refine choreography skills by using world issues to choreograph group and individual dances. Students will participate in various performances throughout the year. Specific attire and shoes are required for this course.

**DANCE 5, HONORS**  
(CHS, DFHS, SHHS)  
Grade: 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Audition  
This course is designed for the pre-professional, well-rounded dance artist. These dancers will be challenged to the highest technical level possible and will choreograph dances dealing with real life, social or worldly events throughout the year. The dancers will be responsible for putting on the Fall and Spring concert using dance administration for marketing, scheduling, programs and running the backstage and sound booth. This group will also be a part of the school’s National Dance Honor Society.
MODERN WORLD DANCE
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
This performance-based course is designed to introduce dance students to various world and ethnic dance forms in order to develop an appreciation for international cultures in a global society. The following dance forms will be covered in this course: African, Middle Eastern, Latin, Native American, and Asian. Specific attire is required for this course. A culminating performance is required for this course.

DAZZLERS 1, 2, 3, 4
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
This course is designed to meet the needs of the advanced dancer as a member of the Dazzlers ensemble. Emphasis will be on fundamental techniques and performance skills associated with the routines of this high level group. Enrollment is by audition only. After-school rehearsals should be expected.

IRMO GUARD AND DANCE 1, 2, 3, 4
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
This course is designed to meet the needs of the advanced dancer as a member of the Irmo Guard and Dance Team. Emphasis will be on fundamental techniques and performance skills associated with the routines of this high level group. Enrollment is by audition only. After-school rehearsals should be expected.

SPRING HILL DANCE COMPANY (SHDC)
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
This course is designed to meet the needs of the advanced dancer as a member of the Spring Hill Dance Company (SHDC). Emphasis will be on fundamental techniques and performance skills associated with the routines of this high level group. Enrollment is by audition only. After-school rehearsals should be expected.

INTERNATIONAL BACCALAUREATE DANCE
International Baccalaureate (IB) is designed to offer students the opportunity to build on prior experience in dance while encouraging a broad approach to the subject. Supporting the principles of the IB mission statement, which aims to foster student appreciation of diverse world cultures and traditions, IB Dance allows the possibility to choose a specific dance style to study in-depth. IB Dance provides an appropriate foundation for further study in dance history, theory and practice at university level or in dance career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. SL (Standard Level) and HL (Higher Level) students may specialize in any style of dance performance but must experience more than one style from more than one culture and/or tradition. Both SL and HL students explore and compare/contrast dances from different cultures and/or traditions through practical and theoretical investigation. All IB Dance students are required to write a dance investigation paper.

Students not enrolled in the IB Diploma Programme may enroll in IB Dance at HL (Higher Level) for two years or SL (Standard Level) for one or two years to receive IB Participation Credit.

IB DANCE SL SEMINAR (HONORS WEIGHT)
Grade: 11  
Semesters: 2  
Credits: 1  
Prerequisites: Audition or Teacher Recommendation; Completion of Dance 3 is recommended but not required.  
IB SL Seminar provides candidates with the opportunity to improve individual and ensemble performance skills as well as develop the necessary skills in dance history, culture, theory, and analysis needed for completion of the IB Dance SL course. Students in these classes are expected to meet all honors requirements set within their emphasized area which may include, but not be limited to, dance concerts, District 5 Dance Day, and Irmo Dance Day.

IB DANCE SL
Grade: 12  
Semesters: 2  
Credits: 1  
Prerequisites: Audition or Teacher Recommendation, and Completion of either Dance 3 or IB Dance SL Seminar  
IB Dance SL aims to help students understand dance as a set of practices with their own histories and theories and to understand that these practices integrate physical, intellectual and emotional knowledge. Students will experience dance as an individual and collective exploration of the expressive possibilities of bodily movement. Students will develop mastery of various dance styles both familiar and unfamiliar. IB Dance SL students will demonstrate compositional contrast across one of two required dance works and write an in-depth comparative discussion of two short dance excerpts from two dance cultures and/or traditions.
IB DANCE HL  (IHS)
Grade: 11 and 12  Semesters: 4  Credits: 2
Prerequisites: Audition or Teacher Recommendation, and Completion of Dance 3
In addition to the criteria described in IB Dance SL course, IB Dance HL students will demonstrate compositional contrast across two of the three required dance works. Students will analyze and evaluate the influence and significance of connections from all three components of the IB Diploma Programme Dance course in the making of one dance composition. IB Dance HL students will gain technique mastery and competency in various dance styles both familiar and unfamiliar. Additionally, students will demonstrate an in-depth comparative discussion of two short dance excerpts from two dance cultures and/or traditions.

THEATRE

THEATRE 1 - INTRODUCTION TO PERFORMANCE  (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 1  Credit: .5 Elective
This introductory course focuses on basic performance skills through improvisation, theatre games, movement, vocalization, character development, staging, ensemble work, and learning theatre terms. Students have major projects which include performance, analysis, and research. Active participation and support of the ensemble model is emphasized. Ninth grade students may skip Theatre 1 with an interview/audition with the high school Theatre teacher.

THEATRE 2 - COMPREHENSIVE THEATRE STUDY  (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Theatre 1 or by interview/audition with the high school Theatre teacher
This one-credit course centers on all aspects of play production and culminates in the performance of a class play. It offers students the opportunity to expand acting skills, broaden understanding of theatre practice, history, and genres, and increase knowledge of theatre terms. Ensemble work and active participation are highly stressed, as well as class projects, research, and analysis. Students are required to perform monologues and scenes before a live audience. Even performances may be required.

THEATRE 3 – ADVANCED ACTING  (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Theatre 2 or Teacher Recommendation
This course is designed for students to learn and apply advanced theatre techniques and theory. This course includes instruction and participation in theatre history, character development, improvisation, playwriting, acting styles and play production. Students will gain an in-depth understanding of how theatre works from acting, directing and writing perspectives.

THEATRE 4  (CHS, DFHS, IHS, SHHS)
Grade: 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Theatre 3
This course for student who is serious about theatre and likes to perform challenging material. Emphasis is placed on in-depth study of theories, methods and practitioners of theatre. Students will participate in public productions so commitment to the ensemble is essential.

THEATRE 4, HONORS  (CHS, DFHS, IHS, SHHS)
Grade: 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Audition required
This honors course is for the serious student actor who likes to perform. It emphasizes a progressive, in depth study of theatre art. Performance material is complex and challenging. Students will also learn directing skills and collaborate on productions performed for the public. They will be involved in creating original work. Commitment to the ensemble is a key ingredient. Evening performances may be required.

THEATRE 5  (CHS, DFHS, IHS, SHHS)
Grade: 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Theatre 4 or Theatre 4 Honors
This course offers committed student actor extended theatre training and focuses on the ensemble as a theatre company. Students will have the opportunity to participate in public performances, competitions and/or festivals.

THEATRE 5, HONORS  (CHS, DFHS, IHS, SHHS)
Grade: 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Theatre 4 Honors; Audition required
This honors course allows the committed student actor comprehensive theatre training. A focus on the ensemble as a theatre company is stressed so as to approximate the real work environment of the professional actor. Students will mount productions for public performance and/or area festivals and competitions. This course requires extensive hours outside of class.
ACTING FOR TV AND FILM (IHS)
Grade: 10, 11, 12  
Semesters: 1  
Credit: .5 Elective
Prerequisite: Theatre 1
This course is for the serious student actor who likes to perform. It emphasizes a progressive, in-depth study of acting for the camera. Performance material is complex and challenging. It will also focus on the different types of acting for the camera, including commercials, industrials, voiceover, radio, and feature films. Students will be involved in creating original work. This course will include performances in front of a camera for these different areas. It will also include in person and online chats with current film and television actors, agents, directors.

TECHNICAL THEATRE ARTS (IHS)
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective
Prerequisite: None
This hands-on course focuses on all areas of technical theatre. It is designed for the student who is interested in learning production skills. While acting is not the focus of the course, scene work may be required in order to exhibit technical work such as costumes, make-up, lighting, set design, sound design and building props. The class culminates in a play production. Evening performances may be required.

INTRODUCTION TO THEATRE (Dual Enrollment THE 101) (IHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective
Prerequisite: None
This course is designed to increase understanding, appreciation and critical perceptions of theatre. A primary focus on the elements of theatrical practice; artists and innovators of theatre throughout history; analysis of theatrical literature; and an emphasis on theatre as an art form will be paramount. This course is a dual enrollment course through Midlands Technical College.

THEATER 200 – USC Lancaster (IHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective
Prerequisite: Theatre 1, Theatre 2 and one other theatre class
This course is an introduction to the understanding and appreciation of theatrical experience at the college level. Attendance at theatrical performances assigned by the teacher are required. This course is a dual enrollment course offered through USC Lancaster.

INTERNATIONAL BACCALAUREATE THEATRE ARTS
International Baccalaureate (IB) Theatre Arts students will explore and express culture, arts, society, and the world through intellectual, kinesthetic, and sensory pursuits. Students will reflect, analyze and critique theatre performances encompassing both world studies and play productions. Students of both the IB Standard Level (SL) and IB Higher Level (HL) Theatre Arts courses will experience a wide range of theatre activities from their own and different cultures and develop proficiency in more than one area of theatre technique. All students will explore various theatre traditions within their historical contexts. IB Theatre Arts students will develop reflective and critical skills appropriate for further study at the college level. Students will work individually and collaboratively on innovative projects, which will involve challenging established notions and conventions of theatre. All students are expected to demonstrate initiative and perseverance in both individual and group projects. Due to the nature of the IB Theatre Arts, there is no great difference in complexity or artistic merit of work produced by students at the SL and HL. Time commitment is the clearest distinction. SL is one year and HL is two years. HL students will delve deeper into their personal research and practice in theatre to extend their understanding of the ideas, practices and concepts encountered in the course, HL students will evaluate the relevance of selected research sources to personal practice, and they will demonstrate an understanding of the complex processes of performance, from initial conception to the final impact the production leaves on spectators.

IB THEATRE SL SEMINAR (HONORS WEIGHT) (IHS)
Grade: 11  
Semesters: 2  
Credit: 1
Prerequisites: Successful completion of Theatre 2 or 3; audition with teacher recommendation.

IB THEATRE ARTS SL (IHS)
Grade: 12  
Semesters: 2  
Credit: 1
Prerequisites: Successful completion of Theatre Seminar; audition with teacher recommendation.

IB THEATRE ARTS HL 1 (IHS)
Grade: 11  
Semesters: 2  
Credit: 1
Prerequisites: Successful completion of Theatre 2 or 3; audition with teacher recommendation.
IB THEATRE ARTS HL 2
Grade: 12 Semesters: 2 Credit: 1
Prerequisites: Successful completion of Theatre HL 1

MUSIC THEORY AND MUSIC APPRECIATION

MUSIC APPRECIATION (Dual Credit MUS 105)
Grade: 11, 12 Semesters: 2 Credit: 1 Elective
This course is an introduction to the study of music with a focus on the elements of music and their relationships, the musical characteristics of representative works and composers, common musical forms and genres of various Western and non-Western historical style periods, and appropriate listening experiences. This course is a dual credit course through Midlands Technical College.

MUSIC THEORY 1
Grade: 10, 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Music reading ability and Teacher Recommendation
Intended for the serious music student, this course will explore from a historical perspective, the harmonic and melodic practices of the Baroque, Classical, Romantic and Contemporary periods. Elementary part writing, ear-training and rhythmic/melodic dictation will be studied. Any student pursuing a career in music or music major or minor in college should consider this course for college preparation.

ADVANCED PLACEMENT MUSIC THEORY
Grade: 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Music Theory or Teacher Approval
Intended for the advanced music student, this course will prepare the student for the Advanced Placement Music Theory Exam given in May of each year. Emphasis will be on aural dictation, 4-part writing, form, and analysis. In accordance with Board Policy IHCD-R, all students enrolled in AP courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight. High performance on AP exams may result in college credit or advanced placement as determined by the colleges and universities.

CHORUS

CHORUS 1
Grade: 9, 10, 11, 12 Semesters: 1 or 2 Credit: .5 or 1 Elective
This class is designed for the beginning choir student. A variety of genre of music will be performed. Special emphasis will be placed on vocal production and reading music notation, including sight singing. Repertoire for the developing voice will be provided. After-school rehearsals and participation in public performances may be required. Concert attire may be required.

CHORUS 2
Grade: 9, 10, 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Chorus 1
This class is for the second year student in this ensemble.

SINGERS 1
Grade: 9, 10, 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Chorus 1 or Chorus 2; Previous chorus experience
This is an intermediate choral group. Emphasis will be on proper vocal production and sight singing. This class will enable the student an opportunity to improve individual vocal techniques and production. Music artistry and stage deportment will be emphasized. A cappella singing will begin at this level. After-school rehearsals and participation in public performances may be required. Concert attire may be required.

SINGERS 2
Grade: 10, 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Singers 1
This is for the second year student in the Singers ensemble.
SINGERS 3
Grade: 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Singers 2
This is for the third year student in the Singers ensemble.

SINGERS 4
Grade: 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Singers 3
This is for the fourth year student in the Singers ensemble.

CONCERT CHOIR 1
Grade: 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Chorus 1 or Chorus 2; Previous chorus experience
This class is designed for the proficient vocal music student. Sight singing and music theory are studied. Additionally, students will perform a variety of choral literature with special emphasis on musical expression and artistry. After school rehearsals and participation in public performances may be required. Concert attire may be required.

CONCERT CHOIR 2
Grade: 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Concert Choir 1
This class is for the second year Concert Choir student.

CONCERT CHOIR 3
Grade: 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Concert Choir 2
This class is for the third year Concert Choir student.

HONORS CHAMBER CHOIR 1
Grade: 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Two previous high school music credits; Audition required
This performance-based class is designed for the serious vocal music student. Students are selected through an audition process. Students are required to attend and/or participate in choral ensembles outside of school, demonstrate proficiency and knowledge of choral techniques, the reading of rhythmic and tonal notation, major and minor scales and other skills. Activities may include rehearsals, home practice, listening, performances at concerts and festivals, public service programs, sectional, solo and chamber work. Auditions for school, district, region and state choral ensembles may be required. Through participation in this class, students will be exposed to standard choral advanced high school and collegiate repertoire and techniques. After school rehearsals and participation in public performances may be required. Concert attire may be required.

HONORS CHAMBER CHOIR 2
Grade: 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Honors Chamber Choir 1; Audition Required
This class is for the second year Honors’ Chamber student. Students will further extend their repertoire into more challenging and complex works.

SHOWCHOIR 1
Grade: 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Previous high school choir class or other performing music class; Audition required
This class is designed for the serious music student who enjoys performing. This ensemble has a heavy performance schedule and is in great demand throughout the state and community. The students can expect to perform a variety of advanced repertoire from jazz to rock. After school rehearsals and participation in public performances may be required. Concert attire may be required.

HONORS SHOWCHOIR 1
Grade: 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Previous high school choir class or other performing music class; Audition required
This performance-based class is designed for the serious vocal music student. Students are selected through an audition process. Students are required to attend and/or participate in choral ensembles outside of school, demonstrate proficiency and knowledge of choral techniques, the reading of rhythmic and tonal notation, major and minor scales and other skills. Activities may include rehearsals, home practice, listening, performances at concerts and festivals, public service programs, sectional, solo and ensemble work. Auditions for school, district, region and state choral ensembles may be required. Through participation in this class, students will be exposed to standard choral advanced high school and collegiate repertoire and techniques. After school rehearsals and participation in public performances may be required. Concert attire may be required.
### SHOWCHOIR 2
- **Grade:** 11, 12
- **Semesters:** 2
- **Credit:** 1 Elective
- **Prerequisite:** Showchoir 1; Audition required

This class is for the second year Showchoir student.

### HONORS SHOWCHOIR 2
- **Grade:** 11, 12
- **Semesters:** 2
- **Credit:** 1 Elective
- **Prerequisite:** Showchoir 1 or Honors Showchoir 1; Audition required

This class is for the second year Honors Showchoir student. Students will further extend their repertoire into more challenging and complex works.

### SONGWRITING
- **Grade:** 10, 11, 12
- **Semesters:** 1
- **Credit:** .5 Elective
- **Prerequisite:** Previous or concurrent enrollment in Creative Writing

In this course, students will learn about the many layers of songwriting including lyric writing, song form and structure, generating ideas, and powerful chord progressions. Upon completion of this course, students will be able to write clear, well-organized lyric sheets in common industry formats as well as locate, evaluate, and use multiple sources of information to avoid potential copyright infringement.

### INSTRUMENTAL MUSIC

#### GUITAR 1
- **Grade:** 9, 10, 11, 12
- **Semesters:** 1
- **Credit:** .5 Elective

This performance class is an introduction to the many styles of guitar playing found in the world today. Students will be exposed to the playing techniques and thought process required to make them a versatile guitarist. They will learn first position chords and melodies, introductory blues/power-chords, and proper left-hand finger and hand placement. Students will also learn right-hand pick and finger style approaches for melodies, chords, and arpeggios. Many guitar genres will be presented such as: Blues, Rock, Country, Bluegrass, Jazz, Reggae, Folk, and Classical. The main focus of the course will be to expose students to the ensemble/group playing experience.

#### GUITAR 2
- **Grade:** 9, 10, 11, 12
- **Semesters:** 1
- **Credit:** .5 Elective

This course is designed for the beginner to intermediate guitar student who wishes to improve and explore playing the guitar beyond the introductory level. Instruction in this class is individualized to adjust to each student’s skills over the duration of the course to allow the course to be student-paced. Students will perform individually as well as in a group setting. Various genres of guitar will be presented such as: Blues, Rock, Country, Bluegrass, Jazz, Reggae, Folk, and Classical.

#### PIANO 1
- **Grade:** 9, 10, 11, 12
- **Semesters:** 2
- **Credit:** 1 Elective

This course is designed for the beginner or advanced piano student who wishes to learn or improve piano keyboard skills. Instruction in this class is individualized so as to adjust with each student’s growing skills over the duration of the course, thus allowing the course to be student-paced. Students are not required to have access to a piano outside of class; however, this access would increase development of piano skills and performance levels.

#### PIANO 2
- **Grade:** 10, 11, 12
- **Semesters:** 2
- **Credit:** 1 Elective

This course is designed for the advanced piano student who wishes to improve and explore playing the piano beyond the introductory level. Instruction in this class is individualized to adjust to each student’s skills over the duration of the course to allow the course to be student-paced. Students are not required to have access to a piano outside of class; however, additional practice is recommended to increase development of piano skills and performance levels.

#### INTRODUCTION TO PERCUSSIVE ARTS
- **Grade:** 9, 10, 11, 12
- **Semesters:** 2
- **Credit:** 1 Elective

This course is designed to provide students with an interest in Concert Percussion with the proper basic fundamentals, including reading music and playing techniques. Emphasis will be on snare and mallet technique. After-school rehearsals may be required.

#### INTRODUCTION TO WORLD PERCUSSION
- **Grade:** 9, 10, 11, 12
- **Semesters:** 2
- **Credit:** 1 Elective

This course is designed for all students with an interest in the performance of Japanese Taiko Drumming, West African Drumming, and Caribbean Steel Drumming. A background in music reading is not necessary but is greatly beneficial. Students will experience various world cultures through in-depth examination of musical traditions influenced by cultural, political, geographical, historical, and social trends. Occasional after-school rehearsals may be required.
WORLD PERCUSSION - STEEL DRUM ENSEMBLE (IHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Audition
This course is designed for students with an interest in the performance of Caribbean Steel Drums. The ability to read and notate music is necessary. Participation in Introduction to World Percussion suggested. Students will experience various world cultures through an in-depth examination and evaluation of musical traditions influenced by culture, political, geographical, historical, and social trends. After-school rehearsals should be expected.

WORLD PERCUSSION - TAIKO AND AFRICAN DRUMMING (IHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Audition
This course is designed for students with an interest in the performance of Japanese Taiko Drumming and West African Drumming. The ability to read and notate music is necessary. Participation in Introduction to World Percussion is suggested. Students will experience various world cultures through an in-depth examination and evaluation of musical traditions influenced by culture, political, geographical, historical, and social trends. After-school rehearsals should be expected.

COLORGUARD (CHS, DFHS, IHS)
Grade: 9, 10, 11, 12  Semesters: 1  Credit: .5 Elective
Prerequisite: Band Director Recommendation/Audition
This course is designed to meet the needs of the colorguard performer as a member of colorguard ensemble in the marching band. Emphasis will be on fundamental techniques and performance skills associated with the marching band routines. After-school rehearsals should be expected. Members are expected to rehearse and perform as members of the marching band.

CONCERT BAND 1 (CHS, DFHS, IHS)
SYMPHONIC BAND 1 (CHS, DFHS, IHS)
SYMPHONIC WINDS 1 (CHS, DFHS, IHS)
Grade: 9  Semesters: 2  Credit: 1 Elective
Prerequisite: Previous band experience
In the ninth grade band, emphasis is placed in the area of development of the principles necessary for good musical performance. A wide variety of music is rehearsed and the band usually performs in several performances during the year and in regional and state band competitions. After-school rehearsals should be expected. Members are expected to rehearse and perform as members of the marching band.

CONCERT BAND 2 (CHS, DFHS, IHS)
SYMPHONIC BAND 2 (CHS, DFHS, IHS)
SYMPHONIC WINDS 2 (CHS, DFHS, IHS)
Grade: 10, 11  Semesters: 2  Credit: 1 Elective
Prerequisite: Band 1 and/or Band Director Recommendation/Audition
Membership in Band 2 is through successful completion of Band 1 and/or teacher recommendation/audition by instrumental music faculty. Studies include marching and concert band literature, solo and ensemble studies, basic music theory, ensemble performance techniques, and individual skill development. Students in Band 2 are expected to participate in the winter and spring concerts and the state concert festival. After-school rehearsals are required. Members are expected to rehearse and perform as members of the marching band.

CONCERT BAND 3 (CHS, DFHS, IHS)
SYMPHONIC BAND 3 (CHS, DFHS, IHS)
SYMPHONIC WINDS 3 (CHS, DFHS, IHS)
Grade: 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Band 2 and/or Band Director Recommendation/Audition
Membership in Band 3 is through successful completion of Band 2 and/or teacher recommendation/audition. Band 3 students will be exposed to advanced ensemble literature and will participate in a variety of musical experiences including performances at various state and regional music festivals. Students in Band 3 are expected to participate in all concerts including the state concert festival. After-school rehearsals are required. Members are expected to rehearse and perform as members of the marching band.

HONORS BAND 3 (CHS, DFHS, IHS)
Grade: 11  Semesters: 2  Credit: 1 Elective
Prerequisite: Annual Audition
This course allows 11th grade members of the band classes who are in their third year of band at the high school level to contract for honors credit. Students enrolled in this course must meet ALL requirements of the class as well as perform at least ONE project per semester as contracted with the director. Students will play in extended ranges on their instruments and perform more complex rhythmic
structures within their ensemble and solo literature. Honors students are required to audition for the SC All-State Band and participate in the SC Solo and Ensemble Festival and other activities deemed appropriate by director.

CONCERT BAND 4 (CHS, DFHS, IHS)
SYMPHONIC BAND 4 (CHS, DFHS, IHS)
SYMPHONIC WINDS 4 (CHS, DFHS, IHS)
Grade: 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Band 3 and/or Band Director Recommendation/Audition
Membership in Band 4 is through successful completion of Band 3 and/or teacher recommendation/audition. Band 4 students will be exposed to advanced ensemble literature and will participate in a variety of musical experiences including performances at various state and regional music festivals. Students in Band 4 are expected to participate in all concerts including the state concert festival. After-school rehearsals should be expected. Members are expected to rehearse and perform as members of the marching band.

HONORS BAND 4 (CHS, IHS, DFHS)
Grade: 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Annual Audition
This course allows 12th grade members of the band classes who are in their fourth year of band at the high school level to contract for honors credit. They must meet ALL requirements of the class as well as perform at least ONE project per semester as contracted with the director. Students will play in extended ranges on their instruments and perform more complex rhythmic structures within their ensemble and solo literature. Honors students are required to audition for the SC All-State Band as well as participate in the SC Solo and Ensemble Festival and other activities deemed appropriate by director.

JAZZ ENSEMBLE 1, 2, 3, 4 (CHS, DFHS, IHS)
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Audition only and through the discretion of the Director of Instrumental Music
This course is designed for saxophones, trumpets, trombones and rhythm section (one each of bass, guitar, piano and drum set). All members must be a member of a major performing band ensemble at their respective high school, including symphonic winds, symphonic band, concert band, and marching band. Popular music and all jazz idioms are studied throughout the year. Some after-school rehearsals should be expected.

CHAMBER WINDS 1, 2, 3, 4 (IHS)
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Recommendation or Audition with the Director of Instrumental Music
Emphasis is placed on the student who is interested in preparing for a career in music. Students will perform in small ensembles as is deemed by the enrollment. There will be emphasis on musical language, auditioning and interviewing. Rudimental and fundamental work on rhythm, tone, intonation, style and interpretation will also be a primary focus.

PERCUSSIVE ARTS 1, 2, 3, 4 (CHS, DFHS, IHS)
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1 Elective
Prerequisite: Enrollment in Band 1, 2, 3, or 4 and permission of the Director of Instrumental Music
This course is designed to meet the needs of the advancing percussionist. Emphasis will be on fundamental rudiments, small chamber ensemble performance, battery percussion and mallet technique. Permission of instructor is required. After-school rehearsals should be expected. Members are expected to rehearse and perform as members of the marching band.

INTRODUCTION TO ORCHESTRA (IHS)
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1 Elective
This course is designed to allow students to begin orchestra instruction at the high school level or to allow students who may have had earlier music instruction to improve performance skills in order to participate in district orchestra activities. Required concerts and after-school rehearsals are integral parts of the course work. In addition to individual and group performances, the scope of the course includes tone quality, rhythm and meter, keys and scales, sight-reading, musical terms, symbols and signs, and mechanics of the instrument.

FRESHMAN ORCHESTRA 1 (CHS, DFHS, IHS)
Grade: 9
Semesters: 2
Credit: 1 Elective
Prerequisite: At least two years of middle school string orchestra experience and middle school instructor’s recommendation
The Freshman Orchestra introduces students to intermediate and advanced-intermediate level playing skills. Students study and perform literature from all style periods and are exposed to the music theory and music history that will enhance their performances. Orchestra studies culminate in at least two performance opportunities, one per semester. Students are encouraged to participate in other South Carolina Music Educators’ Associations events by auditioning for All-State Orchestra and performing at the SCMEA Solo and Ensemble Festival. Students may also audition for the District Five Orchestra, an after-school ensemble made up of high school orchestra students from across the district. After-school rehearsals are sometimes required when Orchestra classes need to combine for specific
performances. Students enrolled in Orchestra must have instruments on which to practice outside class time or must make other arrangements for outside practice. Practice reports are maintained.

**ADVANCED ORCHESTRA 2, 3, 4**  
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Orchestra 1 and/or instructor’s permission

The Advanced Orchestra concentrates on the advanced-intermediate level skills and introduces advanced level playing skills. Students will learn to polish their performance skills as both a soloist and a member of large and small ensembles. Students study and perform literature from all style periods and are exposed to the music theory and music history that will enhance their performances. Orchestra studies culminate in at least two performance opportunities, one per semester. Second semester performances can include the South Carolina Music Educators’ Association Concert Festival and one other adjudicated festival. Students are encouraged to participate in other SCMEA events by auditioning for All-State Orchestra and performing at the SCMEA Solo and Ensemble Festival. Students may also audition for the District Five Orchestra, an after-school ensemble made up of high school orchestra students from across the district. After-school rehearsals are sometimes required when Orchestra classes need to combine for specific performances. Students enrolled in Orchestra must have instruments on which to practice outside class time or must make other arrangements for outside practice. Practice reports are maintained.

**ORCHESTRA MASTER CLASS 1, 2, 3, 4**  
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Annual audition and instructor’s recommendation

Audition Requirements: Each student will be asked to perform at least one three-octave and two two-octave scales up to three sharps and three flats. They will also need to perform a short prepared solo of their choosing. Students will need to show a proficiency in upper positions: 3rd and introductory 5th for violin and viola; 3rd and 4th for cello; and 2nd through 5th for bass. Violas need to show introductory knowledge of treble clef, and cellos need to show introductory knowledge of tenor clef. Much of the music performed in this class requires a working knowledge in all of these positions and clefs. Sight-reading may also be included in this audition. Orchestra Master Class offers expanded and enhanced performance opportunities to string orchestra students who demonstrate the technical proficiency, desire, and commitment to excel musically and promote orchestral music through numerous public concerts. Students will also form chamber ensembles and will perform works from standard literature at the South Carolina Music Educators’ Association Solo and Ensemble Festival and many other venues as the occasions arise. Students are encouraged to audition for the South Carolina All-State Orchestras. This is a requirement for all juniors and seniors. Students in the Orchestra Master Class are required to participate in the District Five Honors Orchestra. Outside practice is vital to continued membership in the Master Class. Practice reports are maintained.

**HONORS ORCHESTRA MASTER CLASS 3, 4**  
Grade: 11, 12  
Semesters: 2  
Credit: 1 Elective  
Prerequisite: Annual Audition meeting audition requirements of the Orchestra Master Class, instructor recommendation, and enrollment in Orchestra each year in high school

This course allows 11th and 12th grade members of the Orchestra Master Class in their third or fourth year of study, to contract for honors credit. They must meet ALL requirements of the Orchestra Master Class as well as perform at least ONE project per semester as contracted with the director. Students will play in extended ranges on their instruments and perform more complex rhythmic structures within their ensemble and solo literature. Honors students are required to audition for the SC All-State Orchestras. Students are also required to participate in the District Five Honors Orchestra and perform at the South Carolina Music Educators’ Association Solo and Ensemble Festival.

**INTERNATIONAL BACCALAUREATE MUSIC**

International Baccalaureate (IB) Music offers students an opportunity to develop a personal and shared identity through musical expression and performance. These developments exemplify the social and cultural values of individuals and communities. IB Music education encourages curiosity and openness within the young musician to both familiar and unfamiliar musical cultures and performance genres. The primary focus of IB Music is to develop the musicianship skills necessary to perform at a high level in both ensemble and individual performances as well as to develop musical perception and analysis through the study of world music, the history of western music, music theory, and music composition or creating. The IB Diploma Programme Music courses seek to provide a foundation in music education for further study at the university level or supply a direction for future music career pathways.

Students enrolled in IB Music will choose an emphasis in Band, Chorus or Orchestra based on their individual strengths within each music program. The aims and assessment objectives for IB Music students at both HL (Higher Level) and SL (Standard Level) are the same. However, the assessment criteria (markbands) and number of sample works are differentiated according to the level at which each student has committed. Prerequisites and assessment criteria as listed under each level of study below. At the conclusion of this
course of study, each student will submit sample works as well as a listening examination paper on Prescribed Works (IB chosen musical scores of study) to the International Baccalaureate Organization for final assessment.

Students not enrolled in the IB Diploma Programme may enroll in IB Music at HL (Higher Level) for two years or SL (Standard Level) for one year for IB Participation Credit. These students must still meet all of the prerequisites and criteria assessments for their chosen level of study.

**IB MUSIC SL SEMINAR WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA (HONORS WEIGHT) (IHS)**

<table>
<thead>
<tr>
<th>Grade: 11</th>
<th>Semesters: 2</th>
<th>Credits: 1</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites: Successful audition into Honors level ensemble for the appropriate emphasized area (Chorus, Band or Orchestra) and teacher recommendation. Music Theory (basic or AP) is recommended but not required.</td>
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This SL Seminar provides candidates with the opportunity to improve individual and ensemble performance skills as well as develop the necessary skills in music history, culture, theory, and analysis needed for completion of the IB Music SL course. Students in these classes are expected to meet all honors requirements set within their emphasized area which may include but not be limited to Region and All-State auditions and performances, Solo and Ensemble Festivals, and State Concert Festivals.

**IB MUSIC SL WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA (IHS)**

<table>
<thead>
<tr>
<th>Grade: 12</th>
<th>Semesters: 2</th>
<th>Credits: 1</th>
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<tbody>
<tr>
<td>Prerequisites: Successful audition for the appropriate emphasized area (Chorus, Band or Orchestra), completion of IB Music SL Seminar and teacher recommendation. Music Theory (basic or AP) is strongly recommended but not required.</td>
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During the SL Music course, students will work on the assessment criteria required by IB. At this level, candidates have a choice of one of the following areas of musical production: music creating (composition) are two musical compositions with scores, recordings, and reflections; solo recital is a 15-minute public performance on voice or instrument(s) of choice and ensemble performance is a 30 performance.

These candidates will also develop a musical links, media project as well as continue study of music history, culture, theory, and analysis in preparation for the final listening paper examination for completion of this course. Students in these classes are expected to meet all requirements set within their emphasized area which may include but not be limited to Region and All-State auditions and performances, Solo and Ensemble Festivals, and state Concert Festivals.

**IB MUSIC HL 1 WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA (IHS)**

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<thead>
<tr>
<th>Grade: 11</th>
<th>Semesters: 2</th>
<th>Credits: 1</th>
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<tbody>
<tr>
<td>Prerequisites: Successful audition for the appropriate emphasized area (Chorus, Band or Orchestra) and teacher recommendation. Music Theory (basic or AP) is strongly recommended but not required.</td>
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**IB MUSIC HL 2 WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA (IHS)**

<table>
<thead>
<tr>
<th>Grade: 12</th>
<th>Semesters: 2</th>
<th>Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Successful completion of IB Music HL 1</td>
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By selecting IB Music HL, candidates will make a two-year commitment to the in-depth study of music history, culture, theory, analysis, and performance. During this two-year course, candidates will plan, prepare, and execute the following assessments: solo recital (a 20-minute public performance on voice or instrument(s) of choice) and music creating (composition) of three musical compositions with scores, recordings, and reflections.

These candidates will also develop a musical links, media project and continue the study of music history, culture, theory, and analysis in preparation for the final listening paper examination for completion of this course. Students in these classes are expected to meet all requirements set within their emphasized area which may include but not be limited to Region and All-State auditions and performances, Solo and Ensemble Festivals, and State Concert Festivals.
For all dual credit courses, dual credit requirements must be met at the time the course is taken.

AGRICULTURE, FOOD AND NATURAL RESOURCES

INTRODUCTION TO HORTICULTURE (CHS)
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1
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 is the science and management behind the cultivation, processing and sale of fruits, nuts, vegetables, ornamental plants, flowers and turf. This introductory course will provide students with the basic foundation of knowledge and skills needed to pursue a career in Horticulture. Students will gain an understanding of plant anatomy and physiology and will be able to relate these topics to management techniques and decisions. All aspects of plant propagation, growth, nutrient and environmental needs will be addressed through classroom lecture, practical lab and field experiences. Emphasis will be given to job opportunities as well as development of technical skills and professional procedures used in the Horticulture Industry.

ARTS, AUDIO-VDO TECHNOLOGY & COMMUNICATIONS

MEDIA TECHNOLOGY 1 (DFHS)
Grade: 10, 11
Semesters: 1
Credit: 1
Prerequisite: Algebra 1, English 1
Media Technology 1 introduces students to the theory and practice of various forms of media production. Students enrolled in this course will gain an understanding of how media informs communication through audiovisual (AV) production. Through hands-on experiences and projects, students will learn basic electronic field production techniques by using professional video and audio equipment, as well as non-linear editing systems. Students may create basic projects by writing, producing, directing, shooting, recording, and editing their own creative work.

MEDIA TECHNOLOGY 2 (DFHS)
Grade: 11, 12
Semesters: 1
Credit: 1
Prerequisite: Media Technology 1 with grade of 70 or higher
Media Technology 2 affords students the opportunity to build on their basic audiovisual (AV) production skill set by adding studio production to their field production abilities. Students will learn about multi-camera production, live to tape switching, technical directing, advanced lighting and advanced post-production techniques. Students will continue to produce their own projects and formalize their production roles as they further explore the careers, industries, and technology associated with mass communications and media production. When possible, students may take field trips and have guest speakers from the media industry.

MEDIA TECHNOLOGY 3 (DFHS)
Grade: 12
Semesters: 1
Credit: 1
Prerequisite: Media Technology 2 with grade of 70 or higher
Media Technology 3 is a selective course that builds on a student’s established media technology skill set. Students enrolled in this course will create projects of increasing complexity for various audiences. They may work on client-centered projects that highlight real-world, professional industry structures as well as organize productions for multiple distribution outlets. They may create short and long form news packages and public affairs pieces while understanding the impact of media bias and how governing legal requirements shape all media production. Students will begin production on their Media Technology Portfolio and their required Capstone Project (an advanced component of the overall portfolio). Students enrolled in the course may have the opportunity to connect with industry professionals through constructive critiques of their work, possible job shadowing opportunities, and in-program speakers. This course will also prepare students for the next chapter of their career exploration by examining advanced opportunities for learning through two and four-year degree programs, internships and apprenticeships, as well as direct to work pathways.
MEDIA TECHNOLOGY 4
Grade: 12  Semesters: 1  Credit: 1
Prerequisite: Media Technology 3 with grade of 70 or higher
The Media Technology 4 course is a student’s capstone experience. Students enrolled in this course will continue their work on their Media Technology Portfolio and their required Capstone Project while shifting their focus to digital filmmaking and television production. In this course, students may create an experimental audiovisual piece for exhibition and defense as well as an advanced, digital film short (narrative, documentary, or animation) for public exhibition. Students will work individually and in groups while writing, producing, directing, and editing their projects. They can further connect with industry professionals through the exhibition of their work.

MEDIA TECHNOLOGY 4, HONORS
Grade: 12  Semesters: 1  Credit: 1
Prerequisite: Media Technology 3 with grade of 70 or higher
The Media Technology 4 course is a student’s capstone experience. Students enrolled in this course will continue their work on their Media Technology Portfolio and their required Capstone Project while shifting their focus to digital filmmaking and television production. In this course, students may create an experimental audiovisual piece for exhibition and defense as well as an advanced, digital film short (narrative, documentary, or animation) for public exhibition. Students will work individually and in groups while writing, producing, directing, and editing their projects. They can further connect with industry professionals through the exhibition of their work.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

BUSINESS MANAGEMENT & ADMINISTRATION

BUSINESS LAW
Grade: 10, 11, 12  Semesters: 2  Credit: 1
This course includes a study of legal relationships. Students will study basic legal and court systems, crimes, torts, juvenile and consumer laws, and business forms. Other topics include contracts, insurance, real and personal property, wills, debtor-creditor relationships, sales partnerships, and corporate obligations. This course is recommended for students who plan to major in business, law, criminal justice, or who plan to pursue a career in law enforcement.

DIGITAL MULTIMEDIA
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Demonstrated Keyboarding Proficiency and Integrated Business Applications 1 or Computer Applications
This course covers multimedia concepts and applications utilizing text, graphics, animation, sound, video, and various multimedia applications in the design, development, and creation of multimedia presentations and publications within an interactive environment. Students will create a digital portfolio and other independent projects.

ENTREPRENEURSHIP
Grade: 10, 11, 12  Semesters: 2  Credit: 1
This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of marketing, staffing, and financial considerations.

FUNDAMENTALS OF COMPUTING
Grade: 9, 10, 11  Semesters: 2  Credit: 1
Fundamentals of Computing introduces students to the field of computer science through an exploration of engaging and accessible topics. Rather than concentrating entirely on learning particular software tools or programming languages, students focus on the conceptual ideas of computing and get an understanding of the tools and languages that might be used to solve particular problems. The goal of this course is to develop students’ problem solving and critical thinking skills within the context of problems that are relevant to their lives. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

GOOGLE APPLICATIONS
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Demonstrated Keyboarding Proficiency or Integrated Business Applications 1 or Computer Applications
This course is intended to introduce students to the many applications that Google offers. Students will be prepared for learning and working in the 21st century through communication and collaboration tools.
**INTEGRATED BUSINESS APPLICATIONS 1** (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1  
**Prerequisite:** Demonstrated Keyboarding Proficiency

This course is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. This course is an excellent complementary elective for any career cluster or major. Students enrolled in the course will have the opportunity to earn Microsoft Office Specialist certifications.

**VIRTUAL ENTERPRISES INTERNATIONAL 1 AND 2** (DFHS, SHHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
**Prerequisite:** Integrated Business Applications 1 (IBA)  
**The student must be able to use integrated applications software such as the MS Office Suite.**

Virtual Enterprise is part of a national curriculum called Virtual Enterprises International and the South Carolina Virtual Enterprises Network that allows students to experience within a simulated business environment all facets of being an employee in a firm. The program allows students to run simulated offices in their schools and engage in virtual trading with other practice firms. Currently, more than 3,600 virtual enterprises in thirty-six countries are part of the International Practice Enterprise Network. The program provides students with interdisciplinary instruction and an in-school work experience to develop school-to-career skills.

### EDUCATION AND TRAINING

**CHILD DEVELOPMENT** (DFHS, IHS)
Grade: 9, 10, 11, 12  
Semesters: 2  
Credit: 1  

Child Development approaches the study of human growth and development from conception through age five. Focus is on the care and behaviors of the pregnant mother, childbirth, caring for an infant, and providing physical, emotional, social, mental, and moral growth of the preschool child.

**EARLY CHILDHOOD EDUCATION 1** (DFHS, IHS)
Grade: 10, 11  
Semesters: 2  
Credit: 2  
**Prerequisite:** Child Development

This course is designed to provide students with hands-on opportunities to actively explore and observe the world of children and to 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. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), enhances this curriculum.

**EARLY CHILDHOOD EDUCATION 2** (DFHS, IHS)
Grade: 11, 12  
Semesters: 2  
Credit: 2  
**Prerequisite:** Early Childhood Education 1 with grade of 70 or higher

Early Childhood Education 2 is an advanced course focusing on the competencies to plan, guide, and care for young children in a safe, healthy, and appropriate environment. Students can acquire certification in CPR and First Aid. Students interact with professionals and young children in laboratory field experiences which may be school-based or in the community. Job shadowing and internships may be available.

**LEARNERS AND DIVERSITY EDU 241** (IHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1

This course is a dual enrollment course offered through an institution of higher learning. This course is a study of lifespan development and learning with an emphasis on individual and group diversity. The students are required to participate in a field experience. This course transfers to USC College of Education. This course includes a practicum requirement of 30 hours/service/observation in public schools as designated by the instructor.

**SCHOOLS IN COMMUNITIES EDU 230** (IHS)
Grade: 11, 12  
Semesters: 2  
Credit: 1

This course is a dual enrollment course offered through an institution of higher learning. This course provides students with a basic understanding of the social, political, and historical aspects of diverse educational institutions in American culture with an emphasis on families, schools and communities. Within the parameters of an approved articulation agreement, this course may transfer to an accredited Education program at a comprehensive four-year college or university.
FINANCE

ACCOUNTING 1 (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Completion of Algebra 1 (or equivalent) with grade of 70 or higher
This course is designed to help the student develop the skills necessary for the highly technical interaction between accounting and business, to develop an understanding of the steps of the accounting cycle as applied to several different kinds of business operations, and to develop an understanding of accounting concepts, principles, and practices. Use of the computer in simulated activities gives the student an opportunity to see the advantages of technology in accounting procedures.

ACCOUNTING 2 (CHS, DFHS, IHS, SHHS)
Grade: 11, 12
Semesters: 2
Credit: 1
Prerequisite: Accounting 1 with grade of 70 or higher
This course expands the student’s understanding of accounting subsystems and develops an understanding of various methods of internal control procedures. The student develops competence in using subsidiary ledgers, in preparing financial statements, and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities.

BUSINESS FINANCE (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12
Semesters: 2
Credit: 1
This course is designed to provide students with a foundation in corporate business finance concepts and applications including fundamentals, financial environment, management planning, maintenance and analysis of financial records, long and short term financial activities, financial business activities, financial institutions and banking services, consumer credit, business insurance, technology and financial management, and international finance. Students enrolled in the course will have the opportunity to earn EverFi Financial Literacy certification.

HEALTH SCIENCE

HEALTH SCIENCE 1 (CHS, DFHS, IHS, SHHS)
Grade: 11
Semesters: 2
Credit: 1
Prerequisite: Biology 1 College Preparatory
MUST BE CONCURRENTLY ENROLLED IN HEALTH SCIENCE 2
Health Science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it’s going and how professionalism and personal characteristics impact their success. Students will be introduced to “Standard Precautions” and learn about confidentiality through HIPPA. Students will participate in a Career Project, and will hear from guest speakers in the healthcare field. Students will learn first-aid procedures and learn fire safety. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance in the Health Science courses. To advance to Health Science 2, it is recommended that students should have an 80% score or higher in Health Science 1, or teacher recommendation.

HEALTH SCIENCE 2 (CHS, DFHS, IHS, SHHS)
Grade 11
Semesters: 2
Credit: 1
MUST BE CONCURRENTLY ENROLLED IN HEALTH SCIENCE 1
Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2 will continue teaching in more detail, units of study that include advanced study of infection control. They will learn about “Transmission Based Precautions” and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and Maslow’s Hierarchy of needs. Students will learn how law and ethics are applied in the healthcare setting. This course will introduce students to basic patient care skills and medical terminology is incorporated throughout the lessons being taught. Basic Pharmacology is introduced and students will have an understanding of pharmacy math computations. Students will be certified in First Aid and CPR in this course. Students in this course should further their knowledge of healthcare careers and future goals by participating in a job shadowing experience. This course provides a foundation for further advancement in Health Science. It is recommended that students should score an 80% or higher in this course to advance to Health Science 3, or Clinical Study.
HEALTH SCIENCE 3
Grade: 12
Semesters: 2
Credit: 1
Prerequisite: Health Science 1 and 2 with grade of 80 or higher

MUST BE CONCURRENTLY ENROLLED IN HEALTH SCIENCE CLINICAL STUDY
Health Science 3 focuses on the human body. Students will gain knowledge of all human body systems and how they work (Anatomy and Physiology). This course will emphasize the study of disease, prevention and treatment (Pathophysiology). Students will participate in teamwork activities for assigned projects. Medical Terminology is incorporated throughout the course. Skills learned in HS2 will be reinforced as each body system is studied.

- A student must be able to provide his/her own transportation to and from the clinical areas. Failure to have reliable transportation may hamper the student’s grade, as well as their exposure to the clinical experience.
- Please be aware that while every effort has been made to minimize student costs, the student will be required to purchase a uniform (required by health care facilities). The uniform requirements are as follows: white shoes and socks, scrub pants, scrub shirt, (optional), name tag, and watch with a second hand. Lab coat and stethoscope are optional. Please speak with the teacher before purchasing shoes, uniform, name tag, and stethoscope. (Color of scrub will be determined)
- Students will need to show proof of negative-2-step TB skin test or treatment for TB, proof of childhood immunizations to include Hepatitis B as well as proof of health insurance, as well as a copy of their driver’s license and auto insurance. (Driver’s license and car insurance are only needed for those students who will be driving themselves.)

HEALTH SCIENCE CLINICAL STUDY
Grade: 12
Semesters: 2
Credit: 1
Prerequisite: Health Science 1 and 2 with grade of 80 or higher

MUST BE CONCURRENTLY ENROLLED IN HEALTH SCIENCE 3
Health Science Clinical Study is designed to give students a clinical experience. This course can be a Certified Nurse Aide program or an individualized work based clinical experience for the student. Students will have classroom time to review the necessary skills and qualities needed to complete rotating internships that will require travel to worksites. District specific student travel guidelines should be followed and worksite HIPPA training and required worksite guidelines should be adhered to. CPR and FA certifications can be renewed during this course if needed. Students should be certified in CPR and FA before being placed at a medical facility. Schools serving as a Certified Nurse Aide program will follow the rules and regulations governed by SCDHHS. This Clinical Study program is meant to be a flexible program that works with district adapted clinical programs and certifications.

- A student must be able to provide his/her own transportation to and from the clinical areas. Failure to have reliable transportation may hamper the student’s grade, as well as their exposure to the clinical experience.
- Please be aware that while every effort has been made to minimize student costs, the student will be required to purchase a uniform (required by health care facilities). The uniform requirements are as follows: white shoes and socks, scrub pants, scrub shirt, (optional), name tag, and watch with a second hand. Lab coat and stethoscope are optional. Please speak with the teacher before purchasing shoes, uniform, name tag, and stethoscope. (Color of scrub will be determined)
- Students will need to show proof of negative-2-step TB skin test or treatment for TB, proof of childhood immunizations to include Hepatitis B as well as proof of health insurance, as well as a copy of their driver’s license and auto insurance. (Driver’s license and car insurance are only needed for those students who will be driving themselves.)

MEDICAL TERMINOLOGY
Grade: 10, 11, 12
Semesters: 2
Credit: 1

Medical Terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts. Knowledge of medical terminology enhances students' ability to successfully secure employment or pursue post-secondary education in healthcare. Upon successful completion of the course, students may take the free TAP exam offered at Midlands Technical College to earn exemption credit for AHS 102 - Medical Terminology.

AHS 102 MEDICAL TERMINOLOGY
Grade: 10, 11, 12
Semesters: 2
Credit: 1

Medical Terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts. Knowledge of medical terminology enhances students' ability to successfully secure employment or pursue post-secondary education in
healthcare. Upon successful completion of the course, students may earn dual credit from Midlands Technical College for AHS 102 - Medical Terminology (3.0 credits).

PHARMACOLOGY MEDICAL CAREERS
Grade: 12
Semester: 2
Credit: 1
Prerequisites: Successful completion of one of the following with a C average or higher: Health Science 1, Principles of Biomedical Science, EMS 1, or Sports Medicine 1 PLUS Health Science 3, Medical Terminology or it’s substitute. (Anatomy and Physiology, Human Body Systems.) AND a 3.0 GPA or higher

Pharmacology for Medical Careers/Pharmacy Technology is designed to expose students to pharmacy careers and benefit from pharmacology, math, and science standards included in this course. Teachers are encouraged to arrange student work-based learning opportunities in pharmacies for practical experience. At the end of this program a student may sit for the national exam to become a certified pharmacy technician.

SPORTS MEDICINE 1
Grade: 10, 11
Semesters: 2
Credit: 1
Prerequisite: Biology 1 College Preparatory with grade of 70 or higher or concurrent enrollment in Biology 1 College Preparatory

This course is designed for students who plan to pursue a career in medical or paramedical fields and/or those with an interest in interscholastic or recreational athletics. Topics include the legal aspects of training, first aid, muscle-skeleton structures, injuries, nutrition, and rehabilitation. Students assist in after school activities and four athletic game experiences during the semester as part of a practiced experience. This course includes personal health, community health, and safety topics, with an emphasis on anatomy and physiology, conditioning, and application of safety, first aid and emergency care. Completion of CPR training and introduction to medical careers are also included. A school service project is required in which each student works a specified number of hours under the direction of the athletic trainer to gain practical experiences in all areas of sports medicine.

SPORTS MEDICINE 2
Grade: 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Sports Medicine 1 with grade of 70 or higher

The goal of this course is to give students the opportunity to further their knowledge from Sports Medicine 1 by covering the body systems in-depth with emphasis on the rehabilitation of the injuries and how other systems become involved when an injury occurs. The application of the material in this class benefits students interested in various health fields. Students cover chemistry, microbiology, anatomy, physiology, and some bacteriology. Students are encouraged to work in hospitals, physical therapy clinics, and as student trainers. The skills and knowledge learned in this class also prepare students to work in orthopedic doctor’s offices as cast technicians.

SPORTS MEDICINE ASSISTANT
Grade: 12
Semesters: 2
Credit: 1
Prerequisite: Completion of Sports Medicine 2 and recommendation by the Athletic Trainer

Sports medicine assistants will continue their training in the prevention and care of athletic injuries, emergency first aid, taping, and the rehabilitation and evaluation of sport injury by assisting the athletic trainer. Assistants will be required to assist with training room duty, practice and game coverage as specified by the athletic trainer for all the fall or spring athletic seasons. A research project relevant to your duties and experiences will also be required. Students must complete (College Preparatory or Honors) Biology 1, (College Preparatory or Honors) Chemistry 1 and (College Preparatory or Honors) Physics 1 either prerequisite or concurrent with this course.

HUMAN SERVICES

COSMETOLOGY 1
Grade: 11
Semesters: 2
Credit: 4
Prerequisite: Student must meet all requirements to take the Cosmetology Licensing Exam; Teacher interview

Fees: $520.00, includes kit*, 2 mannequins, theory workbook, State Board Exam review, lab coat, Skills USA membership

The Cosmetology program is designed to prepare students to qualify for licensing examinations. Cosmetology students receive training in the art and science of the care and beautification of hair, skin, and nails. The course of study includes scalp treatments, hair shaping, hair styling, setting, waving, hair coloring, and shampoos and rinses. Care of skin and nails includes manicure and pedicure, massage, facials, makeup application, and hair removal. Instruction in chemistry, bacteriology, and anatomy and physiology of the face, head, arms, and hands is incorporated by means of both theory and practical application on both mannequins and live models. Also included in the course of study is salon planning and management. This course meets all day, every other day, all year.

*kit – This kit contains essential tools necessary to perform salon-related exercises and will be the property of the student upon graduation. The kit must remain in the classroom until graduation. See instructor for more details.

**This program is open to all District Five students. The program is housed at Irmo High School.**
COSMETOLOGY 2
Grade: 12
Semesters: 2
Credit: 4
Prerequisite: Cosmetology 1 with grade of 70 or higher
Fee: $275.00, includes State Board Exam fee, TB skin test, 1 mannequin, practical workbook, Skills USA membership
Students continue an in-depth study of hairstyling, haircutting, chemical services, skin and nails. Cosmetology 2 provides preparation for the written and practical exam administered by the South Carolina Department of Labor, Licensing and Regulation Board. When successfully completed, Cosmetology 1 and 2 equals nine months of private training valued at approximately $16,000 or more. This course meets all day, every other day, all year.

**This program is open to all District Five students. The program is housed at Irmo High School.**

FOODS AND NUTRITION
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1
Foods and Nutrition is designed to provide rigorous and relevant learning experiences for students to 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 preparation, table service and etiquette, managing and maximizing the food dollar, ethnic and multicultural foods, basic preparation techniques, and utensil and equipment use and care, and careers in Foods and Nutrition.

FOODS AND NUTRITION 2
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Foods and Nutrition 1 with grade of 70 or higher
Students enrolled in Foods and Nutrition 2 will experience an advanced program designed to provide a more in-depth knowledge of individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, safety and sanitation, consumer decisions, ethnic and multicultural meal preparation, table service and etiquette, and foods and nutrition-related careers. Inclusion of the Family and Consumer Sciences student organization, Family, Careers and Community Leaders of America (FCCLA), greatly enhances this curriculum.

SPORTS NUTRITION 1
Grade: 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Physical Science
This course enables students to examine the relationship between physical activity, proper nutrition, sports performance, and overall wellness. Students will learn not only how to plan nutritious foods but also what and why foods are needed for healthy lifestyles and peak performance. This course will also strengthen health promotion and disease prevention through increased knowledge of nutrition and physical activity.

SPORTS NUTRITION 2
Grade: 11, 12
Semesters: 2
Credit: 1
Prerequisite: Sports Nutrition 1 with grade of 70 or higher
This course is designed to provide the student with in-depth knowledge of nutrition and metabolic needs, food management and personal choices for optimal health and physical performance. Students will develop a personal fitness and nutrition plan. Students will complete a capstone project incorporating research skills and critical thinking applied to a current topic in Sports Nutrition.

INFORMATION TECHNOLOGY

COMPUTER PROGRAMMING 1
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Any computer related course, Geometry 1 or concurrent enrollment.
This course emphasizes the fundamentals of computer programming. Topics include computer hardware and software, program design and development, and practical experience in programming in a high-level procedural language.

COMPUTER PROGRAMMING 2
Grade: 10, 11, 12
Semesters: 2
Credit: 1
Prerequisite: Computer Programming 1 with grade of 70 or higher
This course will continue the study of formal programming, focusing on data structures, object-oriented programming, class structures, as well as more advanced Java features.
COMPUTER PROGRAMMING 2 HONORS (DFHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Computer Programming 1 with grade of 80 or higher
This course will continue the study of formal programming, focusing on data structures, object-oriented programming, class structures, as well as more advanced Java features and iOS. Honors Computer Programming 2 will include development of mobile apps utilizing Objective C as well as Swift.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

COMPUTER SCIENCE ESSENTIALS – PLTW CSE (CHS, DFHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1
With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science K-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Computer Science Essentials students will use visual block-based programming and seamlessly transition to text-based programming. 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. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond. This course is based off of sequences provided by PLTW, and is part of the PLTW Computer Science Pathway.

COMPUTER SCIENCE PRINCIPLES (CHS, DFHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Computer Science Essentials
Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP’s offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

COMPUTER SCIENCE A (CHS, DFHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Computer Science Principles
Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course.

CYBERSERURITY (CHS, DFHS)
Grade: 10, 11, 12  Semesters: 2  Credit: 1
Prerequisite: Computer Science A
Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students’ knowledge of and commitment to ethical computing behavior. It also aims to develop students’ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. PLTW is offering a beta version of the course starting in fall 2018 for the 2018-19 school year and is planning a full course release for the 2019-20 school year.
GAME DESIGN AND DEVELOPMENT (SHHS)
Grade: 11, 12
Seminesters: 2
Credit: 1
Prerequisite: Computer Programming 1
This course conveys major aspects of game design including character and world development, game playing, game genres, and theories and principles of game design. Students will gain hands-on experience in simple game development.

MARKETING (CHS, DFHS, IHS, SHHS)
Grade: 10, 11, 12
Seminesters: 2
Credit: 1
This course introduces marketing concepts, examines the economic, marketing and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses.

MARKETING MANAGEMENT (CHS, DFHS, IHS, SHHS)
Grade: 11, 12
Seminesters: 2
Credit: 1
Prerequisite: Marketing with grade of 70 or higher
This course continues the analysis of the marketing functions by examining human resource foundations, marketing and business fundamentals, distribution, promotion, and selling as applied in merchandising.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

INTRODUCTION TO ENGINEERING DESIGN (CHS, DFHS, IHS, SHHS)
Grade: 9, 10
Seminesters: 2
Credit: 1
Prerequisite: Algebra 1
Introduction to Engineering Design is the first course in the Project Lead The Way (PLTW) program. It is designed to give students the basic knowledge of drawings and software that are consistent with those used in the engineering field. Students will apply the twelve stages of a design process to create solutions to challenging design problems. Using Autodesk Inventor computer software, students will draw and manipulate their own 3-dimensional models. PLTW has developed a four-year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

INTRODUCTION TO ENGINEERING DESIGN, HONORS (DFHS)
Grade: 9, 10, 11
Seminesters 2
Credit: 1
Prerequisite: Algebra 1, Geometry HN and concurrent enrollment in Algebra 2 HN
Introduction to Engineering Design is the first course in the Project Lead The Way (PLTW) program. It is designed to give students the basic knowledge of drawings and software that are consistent with those used in the engineering field. Students will apply the six steps of a design process to create solutions to challenging design problems. Using Autodesk Inventor computer software, students will draw and manipulate their own 3-dimensional models. PLTW has developed a four-year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.
It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**PRINCIPLES OF ENGINEERING**  
(CHS, DFHS, IHS, SHHS)  
Grade: 10, 11  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design

This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

**PRINCIPLES OF ENGINEERING, HONORS**  
(CHS, DFHS, IHS, SHHS)  
Grade: 10, 11  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design

This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue. For honors credit, students will complete additional assignments to assist them in preparation for independent research in future classes.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
CIVIL ENGINEERING AND ARCHITECTURE, (PLTW)  (CHS, DFHS)
Grade: 10,11, 12  Semesters: 1  Credit: 1
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher
This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects- Project Planning – Site Planning – Building Design – Project Documentation and Presentation.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

CIVIL ENGINEERING AND ARCHITECTURE, HONORS (PLTW)  (CHS, DFHS)
Grade: 10,11, 12  Semesters: 2  Credit: 1
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher
This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects- Project Planning – Site Planning – Building Design – Project Documentation and Presentation.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

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This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

DIGITAL ELECTRONICS  (CHS, DFHS)
Grade: 11, 12  Semesters: 2  Credit: 1
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher
Digital Electronics is a later course in the Project Lead the Way sequence. It is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course is recommended for any student interested in a field in electronics as well as computers

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

DIGITAL ELECTRONICS, HONORS  (CHS, DFHS)
Grade: 11, 12  Semesters: 2  Credit: 1
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher
Digital Electronics is a later course in the Project Lead the Way sequence. It is a course in applied logic that encompasses the application of electronics and devices. Computer software is used to design and test digital circuitry prior to the actual construction of circuits and
devices. This honors course is recommended for the student interested in computer or electrical engineering. Students will learn to design digital circuits from problem statements. The circuits will include basic digital gates and then expand to include (but not limited to) multiplexers, flip-flops, XOR, XNOR, NAND, and NOR gates. The student will be required to assemble a Boe-Bot Robot and program it to do various tasks. The students in the honor section are required to take the college course test at the end of the year. If the student’s score qualifies them for college credit, dual credit weighting will be awarded to those who register with the University of South Carolina and pay their registration fee.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**ENGINEERING DESIGN AND DEVELOPMENT**

(CHS, DFHS, IHS)

Grade: 11, 12

Semesters: 2

Credit: 1

**Prerequisite: Introduction to Engineering Design, Principles of Engineering or concurrent enrollment in 3rd level, and one additional PLTW course**

Engineering Design and Development is a senior level course for all students that have completed all Project Lead the Way courses. It is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the course.

**ENGINEERING DESIGN AND DEVELOPMENT, HONORS**

(CHS, DFHS, IHS)

Grade: 12

Semesters: 2

Credit: 1

**Prerequisite: Introduction to Engineering Design, Principles of Engineering and one additional PLTW course**

Engineering Design and Development is a senior level course for all students that have completed all Project Lead the Way courses. It is an engineering research course in which students work in teams for research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written research report and defend their solution to a panel of outside reviewers at the end of the course. Students must participate in three different review forums including the district science fair, Region Two Science Fair, and final juried presentation to the community.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
TRANSPORTATION, DISTRIBUTION AND LOGISTICS

AUTO COLLISION TECHNOLOGY & DESIGN 1
Grade: 10, 11
Semesters: 2
Credit: 2
Prerequisite:
- Math skills (basic math, fractions, decimals and percentages)
- Eye-hand coordination
- 2.0 overall GPA in academic classes
- Strong interest in automotive industry
- Skills USA membership

This course introduces the student to materials, tools, equipment and procedures used in the total repair of the automobile body including framework, glass replacement, alignment, refinishing and painting. Auto Collision Repair courses are designed for male and female students.

**This program is open to all District Five students. The program is housed at Irmo High School.**

AUTO COLLISION TECHNOLOGY & DESIGN 2
Grade: 11, 12
Semesters: 2
Credit: 2
Prerequisite: Automotive Collision 1 with grade of 70 or higher

Auto Collision Repair 2 is a continuation of Auto Collision Repair 1 with emphasis placed on mastering basic repair skills along with advanced theory and practical applications.

**This program is open to all District Five students. The program is housed at Irmo High School.**

AUTO COLLISION TECHNOLOGY & DESIGN 3
WORK-BASED EXPERIENCE (CO-OP)
Grade: 12
Semesters: 2
Credit: 1
Prerequisite:
- Be at least 18 years old and classified as a Senior
- Must have signed instructor recommendation
- Must complete Automotive Collision 2 with grade of 80 or higher
- Provide own transportation to and from work site -- MANDATORY
- Provide proof of personal health and accident insurance -- MANDATORY

Auto Collision Repair 3 is an opportunity for students that complete Auto Collision Repair 2 to gain work-based experience.

**This program is open to all District Five students. The program is housed at Irmo High School.**
For all dual credit courses, dual credit requirements must be met at the time the course is taken.

MAJOR: AGRICULTURE & BIOSYSTEMS ENGINEERING TECHNOLOGY (The Center)

AGRICULTURAL & BIOSYSTEMS SCIENCE
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Algebra 1, English 1
The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Students must be prepared to work outside in various weather and climate conditions.

AGRICULTURAL & BIOSYSTEMS SCIENCE, HONORS
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Algebra 1, English 1
The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Typical learning activities include hands-on learning experiences including performing research on the basic principles of plant, soil, and animal science; studying and modeling the significance of humankind’s interrelationship with soil, water, and air; participating in FFA activities. This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

BIOSYSTEMS MECHANICS & ENGINEERING
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Agricultural & Biosystems Science
The Biosystems Mechanics and Engineering course is designed to teach basic physical science skills in relation to Agricultural Engineering. In addition, it provides for the development of general mechanical skills that are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in developing research projects to examine ways to utilize agricultural crops in unique ways, to include, the development of biofuels and other alternative energy sources and to discover new uses for agricultural products. In addition, students will participate in personal and community leadership development activities, as well as plan and implement a relevant school-to-work transition experience. Students must be prepared to work outside in various weather and climate conditions.

BIOSYSTEMS MECHANICS & ENGINEERING, HONORS
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Agricultural & Biosystems Science
The Biosystems Mechanics and Engineering course is designed to teach basic physical science skills in relation to Agricultural Engineering. In addition, it provides for the development of general mechanical skills that are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in developing research projects to examine ways to utilize agricultural crops in unique ways, to include, the development of biofuels and other alternative energy sources and to discover new uses for agricultural products. In addition, students will participate in personal and community leadership development activities, as well as plan and implement a relevant school-to-work transition experience. Students must be prepared to work outside in various weather and climate conditions. Students are required to conduct research and address current issues in Agricultural Education. This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior
ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**BIOSYSTEMS TECHNOLOGY I**

**Grade:** 11, 12  
**Semesters:** 1  
**Credit:** 1

**Prerequisite:** Biosystems Mechanics & Engineering with grade of 70 or higher

The Biosystems Technology I course is designed to expand upon information and material introduced in the Agricultural and Biosystems Science and Biosystems Mechanization courses. The content focuses on biological and engineering sciences important to bioprocessing and biofuels industry, including microbial concepts, reactor design, and laboratory techniques inherent. Students will conduct research on a defined problem, seek a solution, and present findings in a public venue. Students must be prepared to work outside in various weather and climate conditions.

**BIOSYSTEMS TECHNOLOGY I, HONORS**

**Grade:** 11, 12  
**Semesters:** 1  
**Credit:** 1

**Prerequisite:** Biosystems Mechanics & Engineering with grade of 70 or higher

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**BIOSYSTEMS TECHNOLOGY II**

**Grade:** 11, 12  
**Semesters:** 1  
**Credit:** 1

**Prerequisite:** Biosystems Technology I with grade of 70 or higher

The Biosystems Technology II course is designed to introduce the major unit operations and technology used in bioprocessing, including heat exchangers, pumps, and cell/product separation systems. The content directly expands upon information and material introduced in the Agricultural and Biosystems Science and Biosystems Mechanization courses. Students will research and define a problem in bioprocessing and produce an energy solution. 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 laboratory safety are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Students must be prepared to work outside in various weather and climate conditions.

**BIOSYSTEMS TECHNOLOGY II, HONORS**

**Grade:** 11, 12  
**Semesters:** 1  
**Credit:** 1

**Prerequisite:** Biosystems Technology I with grade of 70 or higher

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
MAJOR: AUTOMOTIVE SERVICE AND MAINTENANCE TECHNOLOGY
(The Center)

AUTOMOTIVE TECHNOLOGY 1
Grade: 10, 11
Semesters: 2
Credit: 2
Prerequisite:
- Algebra 1 and English 1
- 2.0 overall GPA in academic classes
- Strong interest in automotive industry
A NATEF/ASE certified course designed to introduce the general and technical education required for success in the automotive field. Class consists of classroom, lab and shop learning activities. Topics covered include: Shop Safety, Workplace Skills, Tire Rotation and Balance, Disc and Drum Brake Repair, and Introduction to Steering and Suspension.

AUTOMOTIVE TECHNOLOGY 2
Grade: 11, 12
Semesters: 2
Credit: 2
Prerequisite: Automotive Technology 1 with grade of 70 or higher
A NATEF/ASE certified course designed to complete the general and technical education required for success in the automotive field. The program provides students with the fundamentals necessary to pursue post-secondary education or to begin work as an apprentice technician. Topics covered include: Steering and Suspension, Electrical System Diagnosis and Repair to include Hybrid and Electric Vehicles.

AUTOMOTIVE TECHNOLOGY 3 WORK-BASED EXPERIENCE (CO-OP)
Grade: 12
Semesters: 2
Credit: 1
Prerequisite:
- Be at least 18 years old and classified as a Senior
- Must have signed instructor recommendation
- Must complete Automotive Technology 2 with grade of 80 or higher
- Provide own transportation to and from work site -- MANDATORY
- Provide proof of personal health and accident insurance -- MANDATORY
Automotive Technology 3 is an opportunity for students to gain work-based experience.

MAJOR: BIOMEDICAL SCIENCES & NANOTECHNOLOGY
(The Center)

PRINCIPLES OF BIOMEDICAL SCIENCE
Grade: 10, 11
Semesters: 1
Credit: 1
Prerequisite: Biology 1 or concurrent enrollment, Algebra 1, English 1
This course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Key biological concepts include: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. These concepts are explored through lab-based activities incorporating engineering principles. The course provides an overview of all biomedical courses in the program. Dissection is an integral part of the curriculum. Computers and the Internet are used extensively throughout the course.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.
PRINCIPLES OF BIOMEDICAL SCIENCE, HONORS  
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Biology 1 or concurrent enrollment, Algebra 1, English 1  
This course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Key biological concepts include: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. These concepts are explored through lab-based activities incorporating engineering principles. The course provides an overview of all biomedical courses in the program. Dissection is an integral part of the curriculum. Computers and the Internet are used extensively throughout the course. For honors credit, students will complete additional assignments to assist them in preparation for independent research in future classes.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

HUMAN BODY SYSTEMS  
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Principles of Biomedical Science with grade of 80 or higher  
In this challenging hands-on course, students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of the whole,” working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions. Dissection is an integral part of the curriculum. Computers and the Internet are used extensively throughout the course.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

HUMAN BODY SYSTEMS, HONORS  
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Principles of Biomedical Science with grade of 80 or higher  
In this challenging hands-on course, students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as “parts of the whole,” working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions. Dissection is an integral part of the curriculum. Computers and the Internet are used extensively throughout the course. For honors credit, students will complete additional assignments to assist them in preparation for independent research in future classes.

Honors students will complete all of the required coursework as outlined by Project Lead the Way. In order to foster growth for advanced learners, honors students will also complete additional assignments during the course of the semester. These assignments
include additional honors level questions on tests, research assignments, career and college related research, and additional field experiences.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

MEDICAL INTERVENTIONS & RESEARCH
Grade: 11, 12  
Semesters: 2  
Credit: 1
Prerequisite: Principles of Biomedical Science & Human Body Systems with grade of 80 or higher
Must be concurrently enrolled in Biomedical Innovations and Research.
Throughout the Medical Intervention course, student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting edge developments via current scientific literature. Computers and the Internet are used extensively throughout the course. Students will conduct an independent research project around a medical problem to seek a solution for a medical need and present in a public venue, local, state and regional competitions.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

MEDICAL INTERVENTIONS & RESEARCH, HONORS
Grade: 11, 12  
Semesters: 2  
Credit: 1
Prerequisite: Principles of Biomedical Science & Human Body Systems with grade of 80 or higher
Must be concurrently enrolled in Biomedical Innovations and Research.
Throughout the Medical Intervention course, student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting edge developments via current scientific literature. Computers and the Internet are used extensively throughout the course. Students will conduct an independent research project around a medical problem to seek a solution for a medical need and present in a public venue, local, state and regional competitions.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior
ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**BIOMEDICAL INNOVATION™ & RESEARCH**

*Grade: 11, 12*  
*Semesters: 2*  
*Credit: 1*

**Prerequisite: Principles of Biomedical Science & Human Body Systems with grade of 80 or higher**  
**Must be concurrently enrolled in Medical Interventions and Research.**

In this capstone course, students apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They will consult with a mentor or advisor from a university, hospital, physician’s offices, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local health care or business community or the school Biomedical Advisory Committee and will compete in local, state and regional competitions. A capstone research project is required for all students. Students must provide own transportation.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

**BIOMEDICAL INNOVATION™ & RESEARCH, HONORS**

*Grade: 11, 12*  
*Semesters: 2*  
*Credit: 1*

**Prerequisite: Principles of Biomedical Science & Human Body Systems with grade of 80 or higher**  
**Must be concurrently enrolled in Medical Interventions and Research.**

In this capstone course, students apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They will consult with a mentor or advisor from a university, hospital, physician’s offices, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local health care or business community or the school Biomedical Advisory Committee and will compete in local, state and regional competitions. A capstone research project is required for all students. Students must provide own transportation.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

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MAJOR: BUILDING CONSTRUCTION DESIGN & INTEGRATED TECHNOLOGY
(The Center)

BUILDING CONSTRUCTION 1
Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite: Completion of or concurrent enrollment in Geometry
- Eye-hand coordination
- 2.0 overall GPA in academic classes

Building Construction 1 students are immersed in a curriculum from the National Center for Construction Education and Research (NCCER) where they learn the materials and processes for masonry, electrical, carpentry, plumbing, blueprint reading and estimating. Students will also be involved in extensive safety training to include hand and power tools. Instruction is supplemented by a variety of hands-on projects and activities. Students enrolled in this course have the opportunity to gain national industry certification through the NCCER training program.

BUILDING CONSTRUCTION 2
Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite:
- Building Construction 1 with grade of 70 or higher
- 2.0 overall GPA in academic classes,

Building Construction 2 students continue the NCCER curriculum and develop more advanced skills through extensive hands-on applications. Additionally, introduction to the NCCER Project Management curriculum surveys management skills such as: human relations, negotiations, construction documents, estimating, scheduling, cost awareness and control, quality control, and safety. Building Construction 2 students will have the opportunity to participate in a capstone project managing and participating in the construction of an actual home built on campus. The home may be auctioned or donated at its completion, depending on the funding source. Students enrolled in this course have the opportunity to gain national industry certification through the NCCER training program. Successful completion of this training will result in a 10-hour OSHA safety certification.

MAJOR: CLEAN ENERGY TECHNOLOGY
(The Center)

CLEAN ENERGY SYSTEMS
Grade: 9, 10, 11  Semesters: 1  Credit: 1
Prerequisite: concurrent enrollment in Algebra 1 and concurrent enrollment in English 1
This introductory course exposes students to some the major sources of renewable energy: wind, solar, and biofuels. Students learn and apply physics, geography, chemistry, and biology fundamentals to understand the relevant relationships between work, power, and energy. The content in the course covers solar, thermal, chemical, and mechanical sources of clean energy production. Students learn the most efficient and appropriate use of energy resources, energy conversion and storage, as well as the effect of weather and geography on energy production. Students engage in a wide variety of hands-on projects and labs that both test their knowledge and illustrate the interrelationships between the various forms of alternative energy. It is recommended that students have a physical science credit and a strong science and math background for this course.

CLEAN ENERGY SYSTEMS, HONORS
Grade: 9, 10, 11  Semesters: 1  Credit: 1
Prerequisite: concurrent enrollment in Algebra 1 and concurrent enrollment in English 1
This introductory honors course focuses on training students in the foundational concepts of clean energy production and natural resource conservation. Students regularly engage in authentic and realistic work assignments encountered in the workplace. Student teams complete a variety of challenging engineering projects that require varied learning activities that apply both technical and academic knowledge and skills. Topics covered include the common major sources of renewable energy such as wind, solar, and biofuels. It is recommended that students have a physical science credit and a strong science and math background for this course.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
CLEAN ENERGY APPLICATIONS
Grade: 9, 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Clean Energy Systems
This course uses fundamentals learned during the energy systems course to solve more applied problems related to energy and power as well as covering energy topics not discussed in the Alternative Energy Systems course. Students will use combinations of chemical and solar energy principles to create, store, and use energy to power a variety of mechanical and electrical devices. Key concepts introduced in this course include nuclear power, steam generation, fuel cells, geothermal power, water power, AC/DC power generation, heat transfer, and the laws of thermodynamics. Students engage in a variety of hands-on design projects to demonstrate course principles.

CLEAN ENERGY APPLICATIONS, HONORS
Grade: 9, 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Clean Energy Systems
This honors course serves as the second foundational course in the four course sequence of the Clean Energy Technology program. The course builds upon knowledge and skills acquired in Clean Energy Systems while introducing new key concepts such as nuclear power, geothermal energy, bioenergy, fuel cells, and water power. Students regularly engage in authentic and realistic work assignments encountered in the workplace. Student teams complete a variety of challenging engineering projects that require varied learning activities that apply both technical and academic knowledge and skills. It is recommended that students have a physical science credit and a strong science and math background for this course.

CLEAN ENERGY STRATEGIES
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Clean Energy Applications with grade of 70 or higher. Must be concurrently enrolled in Clean Energy Innovations.
This course will use the skills learned from the foundational courses to research, design, build, and evaluate solutions to problems encountered when utilizing alternative energy. Advanced topics including green building analysis, hybrid energy systems, and solar concentration devices that have not been introduced in the foundational courses will be analyzed. Students will define problems related to clean energy technologies, conduct extensive research, find potential solutions, implement necessary programming applications, and present findings in public venues.

CLEAN ENERGY STRATEGIES, HONORS
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Clean Energy Applications with grade of 70 or higher. Must be concurrently enrolled in Clean Energy Innovations.
This course will use the skills learned from the foundational courses to research, design, build, and evaluate solutions to problems encountered when utilizing alternative energy. Advanced topics including green building analysis, hybrid energy systems, and solar concentration devices that have not been introduced in the foundational courses will be analyzed. Students will define problems related to clean energy technologies, conduct extensive research, find potential solutions, implement necessary programming applications, and present findings in public venues.

CLEAN ENERGY INNOVATIONS
Grade: 10, 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Clean Energy Applications with grade of 70 or higher
This course will provide students the opportunity to work with open-ended, problem-solving scenarios to create original solutions in the field of alternative energy study. Students will conduct research with a mentor around a defined problem, develop solutions, and present their findings in a public venue.
CLEAN ENERGY INNOVATIONS, HONORS
Grade: 10, 11, 12 Semesters: 2 Credit: 1
Prerequisite: Clean Energy Applications with grade of 70 or higher
This course will provide students the opportunity to work with open-ended, problem-solving scenarios to create original solutions in the field of alternative energy study. Students will conduct research with a mentor around a defined problem, develop solutions, and present their findings in a public venue.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

MAJOR: CULINARY ARTS (The Center)

CULINARY ARTS 1: PROSTART
Grade: 10, 11 Semesters: 2 Credit: 2
Prerequisite:
- Algebra 1 and English 1
- 2.0 overall GPA in academic classes
- Strong interest in culinary industry
ProStart 1 prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry. Instruction and intensive laboratory experience include the importance of customer service, the importance of food safety and establishing a food safety system, preparing and serving safe food, preventing accidents, kitchen basics, food service equipment and nutrition. Additional laboratory experiences include breakfast foods, salads and garnishes, fruits and vegetables, accounting and controlling food service costs. Students have experiences shadowing in local restaurants and food service establishments. Students will have the opportunity to be trained in ServSafe (manager’s level) and receive a certificate from the National Restaurant Association. This certificate enables students to be more employable and earn more hourly earnings. Closed-toed, closed-heeled shoes and culinary uniform are required.

CULINARY ARTS 2: PROSTART
Grade: 11, 12 Semesters: 2 Credit: 2
Prerequisite: Culinary Arts 1 with grade of 70 or higher
During ProStart 2, the students will learn about the history of food service and the lodging industry. They will be trained in a variety of culinary skills and use hands-on experiences to practice preparing many dishes with potatoes and grains, desserts and baked goods. Additionally students will learn about stocks, soups and sauces, meat, poultry and seafood. Business skills will be of most importance with a concentration on accounting skills, purchasing and inventory control, tourism and the retail industry. The art of service will be practiced along with how to create and market an inviting menu. Students will continue to shadow and identify worksites for placement in work-based learning experiences. Final certification includes securing employment at one or more food service locations in the local community. Closed-toed, closed-heeled shoes and culinary uniform are required.

MAJOR: CYBER SECURITY TECHNOLOGY (The Center)

IT FUNDAMENTALS
Grade: 9, 10, 11, 12 Semesters: 1 Credit: 1
Students will learn how to identify and explain PC components, set up a basic PC workstation, conduct basic software installation, identify compatibility issues and recognize and prevent basic security risks. This course is designed to prepare students to take the CompTIA Strata Fundamentals of Information Technology Certificate of Achievement exam. Students will receive instruction in safety, communication skills, leadership skills, human relations, and employability skills.
IT FUNDAMENTALS WORK BASED STUDY
Grade: 9, 10, 11, 12  Semesters: 1  Credit: 1
Prerequisite: IT Fundamentals with grade of 70 or higher
Students will be provided the opportunity gain additional experience working on PC components, install basic software, recognize and identify compatibility issues. Hands on experiences will further prepare students for the Comp TIA Strata Fundamentals of Information Technology Certificate of Achievement exam.

NETWORKING 1 (CISCO)
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Algebra 1, English 1
Networking 1 is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Student benefits most from the curriculum if they possess a strong background in reading, math, and problem solving skills. Instruction includes networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment.

NETWORKING 1 (CISCO), HONORS
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Algebra 1, English 1
Networking 1 is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Student benefits most from the curriculum if they possess a strong background in reading, math, and problem solving skills. Instruction includes networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment. Networking I Honors prepares students to pass the Cisco Certified Entry Level Networking Technician (CCENT) exam. There will be additional topics covered that are beyond the scope of the CCENT exam. Some assignments will be geared toward the Cisco Certified Network Associate (CCNA) exam.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

NETWORKING 2 (CISCO)
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Networking 1
This course is designed to provide students with more classroom and laboratory experience in current and emerging networking technologies. Students who continue in Networking 2 design and build complex networks. Upon successful completion of this course, students are able to seek employment or further their education and training in the information technology field. Particular emphasis is given to the use of critical thinking skills and problem-solving techniques found in math and communication programs.

NETWORKING 2 (CISCO), HONORS
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Networking 1
This course is designed to provide students with more classroom and laboratory experience in current and emerging networking technologies. Students who continue in Networking 2 design and build complex networks. Upon successful completion of this course, students are able to seek employment or further their education and training in the information technology field. Particular emphasis is given to the use of critical thinking skills and problem-solving techniques found in math and communication programs. Networking II Honors prepares students to pass the Cisco Certified Entry Level Networking Technician (CCENT) exam. There will be additional topics covered that are beyond the scope of the CCENT exam. Some assignments will be geared toward the Cisco Certified Network Associate (CCNA) exam.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

CYBER SECURITY FUNDAMENTALS
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Networking 2 with grade of 70 or higher
This course introduces the basic concepts and terminology of cyber security and information assurance. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and best practices
management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization’s information and a broad range of other topics.

CYBER SECURITY FUNDAMENTALS, HONORS
Grade: 11, 12
Semesters: 1
Credit: 1
Prerequisite: Networking 2 with grade of 70 or higher
This course introduces the basic concepts and terminology of cyber security and information assurance. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization’s information and a broad range of other topics. Cyber Security Fundamentals Honors prepares students to pass the Cisco Certified Network Associate Security (CCNAS) certification exam. There will be additional topics covered that are beyond the scope of the CCNAS exam. Some assignments will be geared toward the Comptia Security Plus certification exam.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

ADVANCED CYBER SECURITY
Grade: 11, 12
Semesters: 1
Credit: 1
Prerequisite: Cyber Security Fundamentals with grade of 70 or higher
This course explores the field of information security and assurance with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Cyber Security Fundamentals and expands into malware threats, cryptography, organizational security, and wireless technologies. This is the second of two courses that prepare the student to take the CompTIA Security+ certification exam.

ADVANCED CYBER SECURITY, HONORS
Grade: 11, 12
Semesters: 1
Credit: 1
Prerequisite: Cyber Security Fundamentals with grade of 70 or higher
This course explores the field of information security and assurance with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Cyber Security Fundamentals and expands into malware threats, cryptography, organizational security, and wireless technologies. This is the second of two courses that prepare the student to take the CompTIA Security+ certification exam. Advanced Cyber Security Honors class prepares students to pass the Cisco Certified Network Associate Security (CCNAS) certification exam. There will be additional topics covered that are beyond the scope of the CCNAS exam. Some assignments will be geared toward the Comptia Security Plus certification exam.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

MAJOR: DIGITAL ART AND DESIGN

DIGITAL ART AND DESIGN 1
Grade: 10, 11, 12
Semesters: 2
Credit: 2
Prerequisite: Algebra 1, English 1, recommended completion of Design Foundations
The Digital Art and Design program prepares students for careers in the graphic design field. Skills may be applied in any media, such as print, digital media, product design, packaging, etc. Most of the standards require students to combine text and graphics to communicate an effective message in the format intended for commercial reproduction. Students are also expected to use industry software and design concepts, principles, and processes to manipulate text and graphics, utilize and output appropriate file formats for Web and print, and meet client expectations.
DIGITAL ART AND DESIGN 2
Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite: Digital Art and Design 1 with grade of 70 or higher
This course is a continuation of Digital Art and Design 1 and includes further study in the graphic field. It also includes portfolio development and presentation, along with a focus on job resume application and interview. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.

MAJOR: ELECTRICAL DESIGN & INTEGRATED SYSTEMS (The Center)

ELECTRICITY 1
Grade: 9, 10, 11  Semesters: 2  Credit: 2
Prerequisite: Algebra 1
- Eye-hand coordination
- 2.0 overall GPA in academic classes
- Strong interest in electrical industry
The Electricity 1 program is designed to prepare students for entry-level employment as an electrician and electrician helper or in related occupations. Electricity students receive instruction in communication skills, leadership skills, human relations and employability skills, safety, effective work practices, and in the installation, operation, maintenance, and repair of residential electricity systems. Laboratory activities provide instruction in all phases of residential electrical wiring in accordance with the National Electrical Code. Students enrolled in this course have the opportunity to gain national industry certification through the NCCER training program.

ELECTRICITY 2
Grade: 10, 11, 12  Semesters: 2  Credit: 2
Prerequisite: Electricity 1 with grade of 70 or higher
Electricity 2 is designed to prepare students for entry-level employment as an electrician and electrician helper or in related occupations. Electricity students receive instruction in communication skills, leadership skills, human relations and employability skills, safety, effective work practices, and in the installation, operation, maintenance, and repair of residential electricity systems. Laboratory activities provide instruction in all phases of residential electrical wiring in accordance with the National Electrical Code. Students enrolled in this course have the opportunity to gain national industry certification through the NCCER training program.

MAJOR: ENGINEERING DESIGN & TECHNOLOGY (The Center)

INTRODUCTION TO ENGINEERING DESIGN (IED) (PLTW)
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Algebra 1
Introduction to Engineering Design is the first course in the Project Lead The Way (PLTW) program. It is designed to give students the basic knowledge of drawings and software that are consistent with those used in the engineering field. Students will apply the seven stages of a design process to create solutions to challenging design problems. Using Autodesk Inventor computer software, students will draw and manipulate their own 3-dimensional models. PLTW has developed a four-year sequence of course which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.
PRINCIPLES OF ENGINEERING (POE) (PLTW)
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Introduction to Engineering Design and Algebra 1
This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

PRINCIPLES OF ENGINEERING, HONORS (POE) (PLTW)
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Introduction to Engineering Design and Algebra 1
This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The purpose of this course is to help give students a better understanding of the different fields of engineering so that they can make a more informed decision in the field they wish to pursue. For honors credit, students will complete additional assignments to assist them in preparation for independent research in future classes.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

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AEROSPACE ENGINEERING, (PLTW)
Grade: 11, 12  Semesters: 2  Credit: 1
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher
Must be concurrently enrolled in Engineering Design and Development.
The major focus of this course is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, aeronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community. Honors students will be required to conduct independent research on an aerospace engineering problem, write an extensive research document and present findings in a public venue.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.
It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

AEROSPACE ENGINEERING, HONORS (PLTW)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher  
Must be concurrently enrolled in Engineering Design and Development.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

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CIVIL ENGINEERING AND ARCHITECTURE, (PLTW)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher  
Must be concurrently enrolled in Engineering Design and Development.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

CIVIL ENGINEERING AND ARCHITECTURE, HONORS (PLTW)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher  
Must be concurrently enrolled in Engineering Design and Development.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.
This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**COMPUTER INTEGRATED MANUFACTURING (PLTW)**

- **Grade:** 11, 12
- **Semesters:** 1
- **Credit:** 1
- **Prerequisite:** Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher

Computer Integrated Manufacturing is the second course in the PLTW Pre-Engineering Curriculum. It is a course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in the course, Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. This course follows the PLTW philosophy of developing students that are prepared for the scope, rigor and discipline of engineering and engineering technology prior to entering college.

**DIGITAL ELECTRONICS (PLTW)**

- **Grade:** 11, 12
- **Semesters:** 1
- **Credit:** 1
- **Prerequisite:** Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher

Digital Electronics is a later course in the Project Lead the Way sequence. It is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course is recommended for any student interested in a field in electronics as well as computers.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.

**DIGITAL ELECTRONICS, HONORS (PLTW)**

- **Grade:** 11, 12
- **Semesters:** 1
- **Credit:** 1
- **Prerequisite:** Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher

Digital Electronics is a later course in the Project Lead the Way sequence. It is a course in applied logic that encompasses the application of electronics and devices. Computer software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This honors course is recommended for the student interested in computer or electrical engineering. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will learn to design digital circuits from problem statements. The circuits will include basic digital gates and then expand to include (but not limited to) multiplexers, flip-flops, XOR, XNOR, NAND, and NOR gates. The student will be required to assemble a Boe-Bot Robot and program it to do various tasks. The students in the honor section are required to take the college course test at the end of the year. If the student’s score qualifies them for college credit, dual credit weighting will be awarded to those who register with the University of South Carolina and pay their registration fee.

This course offers the opportunity to earn college credit. Upon completion of the course, if your grade in the course and your score on the national end of course assessment meet the criteria set by Project Lead the Way and partnering institutions, the instructor of your class will provide you with information to apply for college credit.

It is the responsibility of the student to contact the partnering institution for college credit. Each post-secondary institution charges a fee for awarding of credit. The student is responsible for any costs associated with awarding of college credit. The student is also responsible for ensuring that credits earned will transfer to the institution that the student is planning to attend. The instructor of your class will provide you with specific information regarding the criteria for dual credit weighting as well as information about partnering institutions.
This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

ENGINEERING DESIGN AND DEVELOPMENT, (PLTW)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design, Principles of Engineering, and one additional PLTW course with grade of 70 or higher  
Must be concurrently enrolled in Aerospace Engineering or Civil Engineering and Architecture.

Engineering Design and Development is a senior level course for all students that have completed all Project Lead the Way courses. It is an engineering research course in which students work in teams for research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the three preceding courses and are guided by a community mentor. They must present progress reports, submit a final written research report and defend their solution to a panel of outside reviewers at the end of the course. Students must participate in three different review forums including the district science fair, Region Two Science Fair, and final juried presentation to the community.

ENGINEERING DESIGN AND DEVELOPMENT, HONORS (PLTW)
Grade: 11, 12  
Semesters: 2  
Credit: 1  
Prerequisite: Introduction to Engineering Design, Principles of Engineering, and one additional PLTW course with grade of 70 or higher  
Must be concurrently enrolled in Aerospace Engineering or Civil Engineering and Architecture.

Engineering Design and Development is a senior level course for all students that have completed all Project Lead the Way courses. It is an engineering research course in which students work in teams for research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the three preceding courses and are guided by a community mentor. They must present progress reports, submit a final written research report and defend their solution to a panel of outside reviewers at the end of the course. Students must participate in three different review forums including the district science fair, Region Two Science Fair, and final juried presentation to the community.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

MAJOR: ENGINEERING DESIGN & MACHINE TOOL TECHNOLOGY  
(The Center)

MACHINE TOOL TECHNOLOGY 1
Grade: 10, 11  
Semesters: 2  
Credit: 2  
Prerequisite: Algebra 1, English 1

This course provides classroom instruction and lab experiences related to metalworking. It focuses on the operation of equipment such as the lathe, milling machine, grinders, drilling machines, precision measuring instruments and hand tools. Blueprint reading and math are important parts of the course. Students who register for this course should enjoy working with machines and making metal projects.

MACHINE TOOL TECHNOLOGY 2
Grade: 11, 12  
Semesters: 2  
Credit: 2  
Prerequisite: Machine Tool Technology 1 with grade of 70 or higher

This course includes advanced instruction machining metal. The course focuses on milling machines, boring and drilling, the use of surface grinders, drilling machines, basic study of CNC equipment, job seeking, public relations and manufacturing facilities.
MAJOR: ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT
(The Center)

AGRICULTURAL & BIOSYSTEMS SCIENCE
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Algebra 1, English 1  
The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Students must be prepared to work outside in various weather and climate conditions.

AGRICULTURAL & BIOSYSTEMS SCIENCE, HONORS
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Algebra 1, English 1  
The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Students must be prepared to work outside in various weather and climate conditions. Typical learning activities include hands-on learning experiences including performing research on the basic principles of plant, soil, and animal science; studying and modeling the significance of humankind’s interrelationship with soil, water, and air; participating in FFA activities.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

BIOSYSTEMS MECHANICS & ENGINEERING
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Agricultural & Biosystems Science  
The Biosystems Mechanics and Engineering course is designed to teach basic physical science skills in relation to Agricultural Engineering. In addition, it provides for the development of general mechanical skills that are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in developing research projects to examine ways to utilize agricultural crops in unique ways, to include, the development of biofuels and other alternative energy sources and to discover new uses for agricultural products. In addition, students will participate in personal and community leadership development activities, as well as plan and implement a relevant school-to-work transition experience. Students must be prepared to work outside in various weather and climate conditions.

BIOSYSTEMS MECHANICS & ENGINEERING, HONORS
Grade: 10, 11  
Semesters: 1  
Credit: 1  
Prerequisite: Agricultural & Biosystems Science  
The Biosystems Mechanics and Engineering course is designed to teach basic physical science skills in relation to Agricultural Engineering. In addition, it provides for the development of general mechanical skills that are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in developing research projects to examine ways to utilize agricultural crops in unique ways, to include, the development of biofuels and other alternative energy sources and to discover new uses for agricultural products. In addition, students will participate in personal and community leadership development activities, as well as plan and implement a relevant school-to-work transition experience. Students must be prepared to work outside in various weather and climate conditions. Students are required to conduct research and address current issues in Agricultural Education.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
FORESTRY
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Biosystems Mechanics & Engineering with grade of 70 or higher
The Forestry course is designed to teach technical knowledge and skills for entry-level positions in the production, protection, and management of timber and specialty forest resources. Typical instructional activities include hands-on experiences with analyzing environmental factors affecting forest growth; cruising timber; planting trees; managing an established forest; selecting, grading and marketing forest raw materials for converting into a variety of consumer goods; harvesting timber or pulpwood; operating and maintaining equipment; managing forests for multiple purpose uses such as game preserves and recreation; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. Students must be prepared to work outside in various weather and climate conditions.

FORESTRY, HONORS
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Biosystems Mechanics & Engineering with grade of 70 or higher
This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

WILDLIFE MANAGEMENT
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Forestry with grade of 70 or higher
The Wildlife Management course is designed to teach technical knowledge and skills for entry-level positions in the conservation and/or management of wildlife enterprises. Typical instructional activities include hands-on experiences with analyzing problems and developing site plans including the essential elements, concepts, and skills related to wildlife management; understanding basic ecological concepts; implementing habitat management practices; identifying wildlife and fish species; analyzing policies, laws and regulations, and using natural resources for outdoor recreation; participation in personal and community leadership development activities and planning and implementing a relevant supervised agricultural experience.

WILDLIFE MANAGEMENT, HONORS
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Forestry with grade of 70 or higher
This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

AQUACULTURE
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Wildlife Management with grade of 70 or higher
The Aquaculture course is designed to teach knowledge and skills required for job entry into alternative agriculture through the husbandry of aquatic plants and animals. The ultimate objective of this course is to help students plan, build, stock, and run aquaculture facilities of varied sizes. Aquaculture projects require planning and management comparable to any other commercial endeavor. Typical learning activities include selecting a site, evaluating soil types, selecting equipment and planning a facility, managing water quality to promote good health and growth of selected aquatic species, participating in FFA personal and leadership development activities, and planning and conducting a supervised occupational experience program relevant to aquaculture. Students must be prepared to work outside in various weather and climate conditions.
AQUACULTURE, HONORS
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Wildlife Management with grade of 70 or higher
The Aquaculture course is designed to teach knowledge and skills required for job entry into alternative agriculture through the husbandry of aquatic plants and animals. The ultimate objective of this course is to help students plan, build, stock, and run aquaculture facilities of varied sizes. Aquaculture projects require planning and management comparable to any other commercial endeavor. Typical learning activities include selecting a site, evaluating soil types, selecting equipment and planning a facility, managing water quality to promote good health and growth of selected aquatic species, participating in FFA personal and leadership development activities, and planning and conducting a supervised occupational experience program relevant to aquaculture. **Students must be prepared to work outside in various weather and climate conditions.**

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

MAJOR: FIRE AND RESCUE (The Center)

FIRE AND RESCUE 1
Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite: MUST BE 16 YEARS OF AGE BY NOVEMBER 1 OF YEAR OF ENROLLMENT; Algebra 1, English 1
This course includes an overview of the functions and history of the fire service with emphasis on fire suppression and earning the South Carolina Fire Academy Firefighter I certification. After meeting prerequisites (16 years of age by November 1, several on line NIMS courses, Hazmat Awareness, and First Aid/CPR.) students will be enrolled in a formal Firefighter I class. The class will integrate individual on line learning along with practical skills sessions along with live fire training opportunities. Final evaluations will be written and practical conducted through the South Carolina Fire Academy. Upon successful completion of the testing and Hazmat Operations, a Fire Fighter I (FF1) certificate will be issued.

FIRE AND RESCUE 2
Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite: Fire and Rescue 1 with grade of 70 or higher and Fire Fighter 1 certification (FF1)
This course is designed to take the student to the final level of firefighter, as recognized by the National Fire Protection Association (NFPA) and the International Fire Service Accreditation Congress (IFSAC). Subjects include incident management, building collapse and special rescue, hose tools and appliances, hydrant flow and operability, fire detection and alarm systems, fire cause, pre-incident planning, reports and communications and coordinating fire attack. Courses in advanced first aid and Basic Automobile Extrication will also be covered. Upon successful completion of written and skills testing, the firefighter will receive international recognition as a Firefighter II.

MAJOR: LAW ENFORCEMENT (The Center)

LAW ENFORCEMENT SERVICES 1
Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite:
- Math skills (basic math, fractions, decimals and percentages)
- 2.0 overall GPA in academic classes
- Strong interest in law enforcement industry
Law Enforcement Services is the first of two courses for students who are interested in a career in law enforcement or public safety and security. Topics covered will be criminal law, demonstrating and understanding patrol procedures and law enforcement tactics. Students will also learn how to protect and document a crime scene and how to communicate verbally and in written form when employed in a law enforcement field (field interview, two-way radios, incident reports, search/arrest warrants, Miranda waivers).
LAW ENFORCEMENT SERVICES 2
Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite: Law Enforcement Services 1 with grade of 70 or higher
Law Enforcement Services 2 enables students to experience academic and practical skills needed in the area of law enforcement. Units of study include crime scene investigation, self-defense tactics and DUI recognition.

MAJOR: MECHATRONICS SYSTEMS TECHNOLOGY (The Center)

MECHATRONICS INTEGRATED TECHNOLOGY

Mechatronics is a combination of mechanical engineering, electrical engineering, electronics, information technology and intelligent systems utilized in the design of products and computer integrated automation systems. Students who complete the four-credit secondary sequence will have post high school options of going directly into work, or entering a two-year associate or four-year degree path in mechanical engineering, electrical engineering, information technology, electronics, computer integrated manufacturing, or robotics. The job outlook is excellent and salaries range from $30,000-$80,000 with the median salary range of around $50,000.

MECHATRONICS 1
Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite: Algebra 1, English 1
This program prepares students for high tech careers in advanced manufacturing and engineering automation. Mechatronics refers to a flexible multi-technological approach in the integration of mechanical engineering, computer engineering, electronics, and information sciences. Mechatronics is essential in the design of intelligent systems and products. These careers are high wage, challenging careers with national need for automation engineers and technicians.

MECHATRONICS 2
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Mechatronics 1 with grade of 70 or higher
MUST BE CONCURRENTLY ENROLLED IN Mechatronics 3
Mechatronics Level 2 coursework is designed for the student who has performed at a high level of proficiency in Mechatronics 1. The course will continue to address the technical content and skills needed in the field of automated manufacturing systems, including hydraulics and pneumatics.

MECHATRONICS 3
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Mechatronics 1 with grade of 70 or higher
MUST BE CONCURRENTLY ENROLLED IN Mechatronics 2
Mechatronics Level 3 coursework is designed for the student who has performed at a high level of proficiency in Mechatronics 1 and 2. Level 3 will expand the technical knowledge and skills of students in robotics, fluid power, PLC programming, mechanical engineering and information systems.

MAJOR: MEDIA TECHNOLOGY & VISUAL ARTS (The Center)

MEDIA TECHNOLOGY 1
Grade: 10, 11  Semesters: 1  Credit: 1
Prerequisite: Algebra 1, English 1
Media Technology 1 introduces students to the theory and practice of various forms of media production. Students enrolled in this course will gain an understanding of how media informs communication through audiovisual (AV) production. Through hands-on experiences and projects, students will learn basic electronic field production techniques by using professional video and audio equipment, as well as non-linear editing systems. Students may create basic projects by writing, producing, directing, shooting, recording, and editing their own creative work.

MEDIA TECHNOLOGY 1: Introduction to Media Production Honors
Grade: 10, 11, 12  Semester: 1  Credit: 1
Prerequisite: Algebra 1, English 1
Media Technology 1 introduces students to the theory and practice of various forms of media production. Students enrolled in this course will gain an understanding of how media informs communication through audiovisual (AV) production. Through hands-on experiences and projects, students will learn basic electronic field production techniques by using professional video and audio equipment, as well as non-linear editing systems. Students may create basic projects by writing, producing, directing, shooting, recording, and editing their own creative work.
This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**MEDIA TECHNOLOGY 2**

Grade: 10, 11  
Semesters: 1  
Credit: 1

**Prerequisite: Media Technology 1 with grade of 70 or higher**

Media Technology 2 affords students the opportunity to build on their basic audiovisual (AV) production skill set by adding studio production to their field production abilities. Students will learn about multi-camera production, live to tape switching, technical directing, advanced lighting and advanced post-production techniques. Students will continue to produce their own projects and formalize their production roles as they further explore the careers, industries, and technology associated with mass communications and media production. When possible, students may take field trips and have guest speakers from the media industry.

**MEDIA TECHNOLOGY 2: Principles of Media Production Honors**

Grade: 10, 11, 12  
Semester: 1  
Credit: 1

**Prerequisite: Media Technology 1 with a grade of 85 or higher**

Media Technology 2 affords students the opportunity to build on their basic audiovisual (AV) production skill set by adding studio production to their field production abilities. Students will learn about multi-camera production, live to tape switching, technical directing, advanced lighting and advanced post-production techniques. Students may continue to produce their own projects and formalize their production roles as they further explore the careers, industries, and technology associated with mass communications and media production. Students may formalize their career explorations through in-depth research presentations. When possible, students may take field trips and have in-program guest speakers from the media industry.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

**MEDIA TECHNOLOGY 3**

Grade: 11, 12  
Semesters: 1  
Credit: 1

**Prerequisite: Media Technology 2 with grade of 70 or higher**

Media Technology 3 is a selective course that builds on a student’s established media technology skill set. Students enrolled in this course will create projects of increasing complexity for various audiences. They may work on client-centered projects that highlight real-world, professional industry structures as well as organize productions for multiple distribution outlets. They may create short and long form news packages and public affairs pieces while understanding the impact of media bias and how governing legal requirements shape all media production. Students will begin production on their Media Technology Portfolio and their required Capstone Project (an advanced component of the overall portfolio). Students enrolled in the course may have the opportunity to connect with industry professionals through constructive critiques of their work, possible job shadowing opportunities, and in-program speakers. This course will also prepare students for the next chapter of their career exploration by examining advanced opportunities for learning through two and four-year degree programs, internships and apprenticeships, as well as direct to work pathways.

**MEDIA TECHNOLOGY 3: Advanced Media Production Honors**

Grade: 11, 12  
Semester: 1  
Credit: 1

**Prerequisite: Media Technology 2 with a grade of 85 or higher**

Media Technology 3 is a selective course that builds on a student’s established media technology skill set. Students enrolled in this course will create projects of increasing complexity for various audiences. They may work on client-centered projects that highlight real-world, professional industry structures as well as organize productions for multiple distribution outlets. They may create short and long form news packages and public affairs pieces while understanding the impact of media bias and how governing legal requirements shape all media production. Students will begin production on their Media Technology Portfolio and their required Capstone Project (an advanced component of the overall portfolio). Students enrolled in the course may have the opportunity to connect with industry professionals through constructive critiques of their work, possible job shadowing opportunities, and in-program speakers. This course will also prepare students for the next chapter of their career exploration by examining advanced opportunities for learning through two and four-year degree programs, internships and apprenticeships, as well as direct to work pathways. Upon discovering various education and career pathways related to media production, students may research and present an advanced project associated with said pathways.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Students must be prepared to work outside in various weather and climate conditions.

The Agricultural and Biosystems Science course is designed to teach essential concepts and understanding related to skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancements in Agriculture. In addition, the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Students must be prepared to work outside in various weather and climate conditions. Typical learning activities include hands-on learning experiences including performing research on the basic principles of plant, soil, and animal science; studying and modeling the significance of humankind’s interrelationship with soil, water, and air; participating in FFA activities.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.
ANIMAL SCIENCE
Grade: 10, 11, 12     Semesters: 1     Credit: 1
Prerequisite: Agriculture & Biosystems Science
The Animal Science course is designed to provide an overview of the animal science industry. It provides information on the biological makeup of various species of agricultural livestock. It also provides students with information on animal behavior that would be beneficial before embarking on a career 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; and planning and implementing a relevant school-to-work transition experience. Students must be prepared to work outside in various weather and climate conditions.

ANIMAL SCIENCE, HONORS
Grade: 10, 11, 12     Semesters: 1     Credit: 1
Prerequisite: Agriculture & Biosystems Science
The Animal Science course is designed to provide an overview of the animal science industry. It provides information on the biological makeup of various species of agricultural livestock. It also provides students with information on animal behavior that would be beneficial before embarking on a career 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; and planning and implementing a relevant school-to-work transition experience. Students must be prepared to work outside in various weather and climate conditions. Emphasis will be placed on analysis and evaluation of current topics related to food production and its impact on society.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

EQUINE SCIENCE
Grade: 11, 12     Semesters: 1     Credit: 1
Prerequisite: Animal Science with grade of 70 or higher
The Equine Science course is designed to teach essential concepts and practical experience related to the care taking and production of horses. Instruction emphasizes knowledge and understanding of the importance of maintaining, selecting, and managing horses. Basic methods and safety techniques are included in this course. Typical instruction activities include hands-on experiences in saddling, bridling, grooming, and judging horses; feeding and health techniques; and housing design. Students must be prepared to work outside in various weather and climate conditions.

EQUINE SCIENCE, HONORS
Grade: 11, 12     Semesters: 1     Credit: 1
Prerequisite: Animal Science with grade of 70 or higher
The Equine Science course is designed to teach essential concepts and practical experience related to the care taking and production of horses. Instruction emphasizes knowledge and understanding of the importance of maintaining, selecting, and managing horses. Basic methods and safety techniques are included in this course. Typical instruction activities include hands-on experiences in saddling, bridling, grooming, and judging horses; feeding and health techniques; and housing design. Students must be prepared to work outside in various weather and climate conditions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

SMALL ANIMAL CARE
Grade: 11, 12     Semesters: 1     Credit: 1
Prerequisite: Equine Science with grade of 70 or higher
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. Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc. participating in personal and community leadership development activities; and planning a relevant school to work transition experience. Students will conduct scientific research around a medical topic relating to small animals, complete an extensive paper on the findings, and present the findings in a public venue. Students must be prepared to work outside in various weather and climate conditions.
SMALL ANIMAL CARE, HONORS
Grade: 11, 12  Semesters: 1  Credit: 1
Prerequisite: Equine Science with grade of 70 or higher
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. Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc. participating in personal and community leadership development activities; and planning a relevant school to work transition experience. Students will conduct scientific research around a medical topic relating to small animals, complete an extensive paper on the findings, and present the findings in a public venue. Students must be prepared to work outside in various weather and climate conditions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

INTRODUCTION TO VETERINARY SCIENCE
Grade: 12  Semesters: 1  Credit: 1
Prerequisite: Small Animal Care with grade of 70 or higher
In this advanced animal science course, students will explore the field of veterinary medicine. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other school-to-work experiences. Honors students will be required to conduct independent research on a selected small and large animal disease, write an extensive research document and present findings in a public venue. Students must be prepared to work outside in various weather and climate conditions.

INTRODUCTION TO VETERINARY SCIENCE, HONORS
Grade: 12  Semesters: 1  Credit: 1
Prerequisite: Small Animal Care with grade of 70 or higher
In this advanced animal science course, students will explore the field of veterinary medicine. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other school-to-work experiences. Honors students will be required to conduct independent research on a selected small and large animal disease, write an extensive research document and present findings in a public venue. Students must be prepared to work outside in various weather and climate conditions.

This curriculum, methods, and assessments indicate an increased depth of rigor, complexity, challenges, and creativity beyond the CP level course. This course is designed to accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. The curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning.

MAJOR: WELDING TECHNOLOGY (The Center)

WELDING TECHNOLOGY 1
Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite: Algebra 1, English 1
This course focuses on the physical properties of metals as well as the testing of welded joints. Students learn oxyfuel and plasma cutting. They also study welding techniques (shielded metal arc, gas metal arc, gas tungsten arc and flux core arc). Students study safety issues, read blueprints and design projects. Students enrolled in this course have the opportunity to gain national industry certification through the NCCER training program.

WELDING TECHNOLOGY 2
Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite: Welding Technology 1 with grade of 70 or higher
Welding 2 concentrates on the study of advanced cutting and welding techniques. Students fabricate projects from blueprints and design projects. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry. Students enrolled in this course have the opportunity to gain national industry certification through the NCCER training program.
WELDING TECHNOLOGY 3
Grade: 11, 12   Semesters: 2   Credit: 2
Prerequisite: Welding Technology 2 with grade of 80 or higher
Welding 3 offers students the opportunity to develop advanced welding skills including aluminum welding, pipe welding, gas tungsten welding, and open groove welding. Emphasis is placed on industrial welding experiences.

EXTENDED LEARNING OPPORTUNITIES AT THE CENTER

RESEARCH 1, HONORS
Grade: 12   Semesters: 1   Credit: 1
Prerequisites: Completion of a Center program
This course is designed for the student who has completed a CTE program at the Center and is interested in continuing project research from the completer course. Students will work independently on their own research project. Grant writing, literature searches, designing and completing experiments, technical writing and presentations, and competition for science-based scholarships will be emphasized. Students are required to present findings from research in district, regional, and state competitions.

RESEARCH 2, HONORS
Grade: 12   Semesters: 1   Credit: 1
Prerequisites: Center Program Completer
This course is designed for the student who has completed RESEARCH 1, HONORS at the Center and is interested in continuing to develop project research. With the assistance of a research advisor and research mentor, the student will continue to develop their own research project in this capstone experience. Students will work independently on their own research project. Grant writing, literature searches, designing and completing experiments, technical writing and presentations, and competition for science-based scholarships will be emphasized. Students are required to present findings from research in district, regional, and state competitions.

SENIOR INTERNSHIP
Grade: 12   Semesters: 1 or 2   Credit: 1 or 2
Prerequisites: Center Program Completer- Must be 17 years of age and registered as a Senior. 2.0 Overall GPA. Excellent attendance record. Able to provide transportation to and from site. Course is double blocked each semester for 1 unit credit per semester. Students may register for one or both semesters.
This program provides students the opportunity to study an occupational program through structured work based experiences directly related to the student’s CTE completer program. The primary purpose of the internship program is for the student to receive broad instruction in workplace expectations and master identified competencies related to a specific career field. Internships may or may not include financial compensation and may last for one or two semesters based on the needs of the placement site. A minimum of 120 intern hours are required for one unit of course credit for each semester. Recommendation by Center program is required.
EXTENDED LEARNING OPPORTUNITIES

EXPLORING THE E'S (SHHS)
Grade: 9, 10 Semesters: 2 Credit: 1 Elective
Students taking this course will be exposed to the magnet programs offered at SHHS and several of the courses offered at The Center for Advanced Technical Studies. The students will rotate throughout the various programs of study in order to sample the curriculum and explore career path options in those fields during the first semester. Student will then select two areas of interest to study further for two nine weeks during second semester.

FRESHMAN SUCCESS (CHS, DFHS, IHS)
Grade: 9 Semesters: 1 Credit:.5 Elective
Freshman Success is a recommended course for all first-time ninth grade students. The purpose is to provide students with the tools to succeed academically, to make decisions for post-secondary plans and career choices, and to foster introspection. Instruction will include career education, character development, and post-secondary counseling.

LEADERSHIP 1, COLLEGE PREPARATORY (CHS)
Grade: 10 Semesters: 2 Credit: 1 Elective
This course will help students develop leadership traits and qualities. Students will be able to solve problems, capitalize on new opportunities, develop skills in communications, and determine what is necessary to lead teams and organizations.

LEADERSHIP 1 (SHHS)
Grade: 9, 10, 11, 12 Semesters: 2 Credit: 1 Elective
This course is designed to develop leadership skills to inspire students to become leaders in their school, community, and personal lives. Students will become familiar with the skills and traits necessary for effective leadership. Topics covered will include time management, organization skills, communication skills, goal setting, team building, and other aspects of leadership.

LEADERSHIP 2 (SHHS)
Grade: 10, 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Leadership 1
This course will enhance the leadership skills of students. Areas such as decision making, problem solving, communication, and teamwork will be studied. Students will learn about character development and leadership styles. They will evaluate their own leadership styles as well as those of school and community leaders.

RESEARCH, ADVANCED PLACEMENT (CHS, DFHS, SHHS)
Grade: 11, 12 Semesters: 2 Credits: 1
Prerequisite: AP Seminar
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

SEMINAR, ADVANCED PLACEMENT (CHS, DFHS, SHHS)
Grade: 10, 11, 12 Semesters: 2 Credit: 1
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar.
SENIOR INTERNSHIP PROGRAM (CHS, DFHS, IHS, SHHS)
Grade: 12
Semesters: 1
Credit: .5 Elective
Prerequisite: At least 16 years of age and classified as a Senior, Maintain a 2.0 overall GPA, Excellent discipline record, Provide transportation to and from the intern site.
This program provides students the opportunity to study an occupational program through structured work based experiences directly related to the student’s IGP major. The primary purpose of the internship program is for the student to receive broad instruction in workplace expectations and master identified competencies related to a specific career field. Internships may or may not include financial compensation and may last for one or two semesters based on the needs of the placement site. A minimum of 90 intern hours is required for course credit for each semester. Interested students must adhere to the following: Complete the Work-based Learning Application, secure three recommendations, and receive approval from an administrative review panel. Applications may be obtained from the Guidance office at the time of registration and completed by April 1. Intern placement sites must be secured by August 1.

STRUCTURED STUDY (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 1 or 2
Credit: 0
Both semester and full-year structured study halls are available for students who genuinely need study time in their daily class schedule. Students are expected to come prepared to study and promote a study environment. Structured study times are to be silent for the purpose of academic pursuits. Study halls are scheduled randomly as part of the overall scheduling process. Students may not request a study hall for a specific period.

STUDENT GOVERNMENT/LEADERSHIP (CHS, DFHS, IHS, SHHS)
Grade: 9, 10, 11, 12
Semesters: 2
Credit: 1 Elective
This course provides the training and time to be successful in leadership. This will assist advisors in contacting these students. The synergy that results from this class helps to create cohesive student leadership and build capacity in students. Eligible Students: All student body officers, class officers, Presidents of major clubs. This is not designed to be an elective class for the general student body. Students must be enrolled in this class to hold Student Council or class offices.

TEACHER CADET PROGRAM (CHS, DFHS, IHS, SHHS)
Grade: 12
Semesters: 2
Credit: 1 Elective
Prerequisite: 3.0 GPA or higher; recommended by three teachers; apply for and be accepted into the program at the final recommendation of a review panel; transportation must be provided by the student.
This college level course is offered through a local college or university and the S.C. Center for Teacher Recruitment. It is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms.
HONORS PROGRAMS AND MAGNET PROGRAMS

An Honors Leadership Program within CHAPIN HIGH SCHOOL

An Honors STEM Magnet Program within DUTCH FORK HIGH SCHOOL

A Whole School Arts Magnet at IRMO HIGH SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
A Magnet Program within IRMO HIGH SCHOOL

INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME CANDIDATE
A Magnet Program within IRMO HIGH SCHOOL

A Whole School Career Pathways Magnet Program at SPRING HILL HIGH SCHOOL
WHAT IS ALA?

During the freshman and sophomore years, ALA teachers engage students in unique, quarterly experiences to unlock leadership potential. Teachers utilize the Center for Creative Leadership’s global model for leadership training which emphasizes:

- Understanding Self
- Understanding Others
- Leading Self
- Leading with Others

Unique experiences include the Ropes Challenge Course, sophomore impact projects, online student portfolios, competition audits and elite college visits.

In the junior and senior years, students will begin the AP Capstone component of ALA. AP® Seminar and AP Research allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants.

Student cohorts engage in rigorous coursework and activities, taught by a team of ALA teachers who are committed to developing student ability to excel in an innovative and global community.

ALA exposes students to independent study, community service and individual research projects while developing each ALA student’s unique leadership skills.

THE ALA EFFECT

1) ALA students are innovative collaborators, researchers, and presenters who challenge and debate existing data and theories.

2) ALA students reflect on their understanding of their world and challenge themselves to investigate problems in order to create positive change.

3) ALA students seek to affect positive change in themselves, each other, their school, and their community.
## Curriculum Requirements for ALA

### ALA Freshman Year
- ALA English 2 Honors
- ALA Physical Science Honors

*Students will receive CCL leadership training within the English II Honors class*

### ALA Sophomore Year
- ALA English III Honors
- Biology 1 Honors

*Students will receive CCL leadership training within the English III Honors class*

### ALA Junior Year
- AP Seminar—Capstone Program
  - Team Project & Presentation
  - Individual Research-Based Essay & Presentation
  - End-of-Course Exam
- AP Statistics

### ALA Senior Year
- AP Research—Capstone Program
  - Academic Paper
  - Presentation & Oral Defense

### ALA Program Overview

**In order to graduate from the Academic Leadership Academy, students will:**

- Meet High School Graduation and College Entrance Requirements
- Complete the 3 ALA-Required AP Courses as well as 3 Additional AP Courses of the Students’ Choosing
- Successfully Complete, Present, and Defend a 2 year Senior Research Project
- Complete 90 Community Service Hours by the End of the Junior Year
- Maintain a rigorous 4 Year Academic Schedule

### CHS AP/ Dual Credit Offerings

| AP Art | AP Physics** |
| AP Biology** | AP Spanish |
| AP Calculus** | AP US History |
| AP Chemistry** | AP World History |
| AP Economics | Digital Electronics* |
| AP Environmental* | Psych 101* |
| AP French | Teacher Cadet* |
| AP Human Geo | AP Macroeconomics ** |
| AP Lang & Comp | Double Blocked – |
| AP Lit & Comp | Counts as 2 credits |
| AP Music Theory | ** Dual Credit |
ABOUT THE PROGRAM

The STEM (Science, Technology, Engineering, and Math) program at Dutch Fork High School is an Honors Magnet program that accelerates and enriches learning experiences for students who are academically gifted and have an interest in STEM-related majors and careers. The program is one of the only AdvancEd accredited STEM programs in the state.

Since 2005 our program has been a local answer to the national STEM initiative. The STEM program accelerates learning experiences which enables students to pursue AP and Honors courses, research, and potential career experiences in their fields of interest. Students are part of a small community of learners who are involved in STEM-related field trips and school events. Acceptance into the program includes test scores, current grades, student application, and teacher recommendations.

The STEM curriculum is designed to accommodate a variety of student interests and abilities. Upon completion of the STEM program, students are highly qualified for admission into rigorous and competitive university programs. Students may be recognized at graduation as STEM Scholars or STEM Scholars with Honors and receive the STEM program designation for recommendations and scholarships.

MISSION STATEMENT

To accelerate the traditional curriculum, promote inquiry-style learning across the curriculum, develop literacy in STEM disciplines, and provide unique opportunities in and out of the classroom.
AP CAPSTONE & RESEARCH

The AP Capstone Program allows students to analyze topics through different lenses, plan and conduct investigations, and collaborate to solve real-world problems while making cross-curricular connections. As a part of this national program, students pose and design research questions and implement solutions or experiments. In order to defend and support these positions, students participate in symposiums, fairs, and conferences.

Additional research opportunities are available in select STEM credit courses such as Clean Energy Innovations HN, Engineering Design & Development HN, Computer Programming 2 HN, and Biomedical Innovations and Research HN.

QUALITY CREDIT

The STEM Quality Credit is designed to help students grow outside the classroom, personally and as members of the community. STEM students should be passionately committed to a cause throughout their STEM career.

Actual activities will vary, but students should be active participants in their chosen discipline and must be able to clearly articulate the impact of the activity on their personal growth and community involvement. Some activities from past students include Robotics team, Leader in ROTC, Girl Scouts, athletics, volunteer work and Mock Trial.

Each spring STEM students reflect upon their chosen specialties including what they did and how their involvement changed them. One goal of the quality credit is to help STEM students build their personal statements for college applications through these experiences, increasing their competitiveness in a global economy.
COURSE OFFERINGS

SCIENCE

- STEM Physical Science HN
- STEM Biology 1 HN
- STEM Chemistry 1 HN
- Physics 1 HN
- Anatomy & Physiology HN
- Marine Science HN
- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics 2
- AP Physics C
- AP Environmental Science
- Human Body Systems HN
- Principles of Biomedical - Science HN
- Medical Interventions & Research HN
- Biomedical Innov & Research HN
- Agricultural & Biosystems Science HN
- Animal Science HN
- Equine Science HN
- Small Animal Care HN
- Intro to Veterinary Science HN
- Intro to Vet Science Research HN

ENGINEERING

- Biotechnical Engineering HN
- Introduction to Engineering Design HN
- Principles of Engineering HN
- Digital Electronics HN
- Civil & Architectural Engineering HN
- Engineering Design & Development
- Clean Energy Systems HN
- Clean Energy Applications HN
- Clean Energy Strategies HN
- Clean Energy Innovations HN
- Research & Development HN
- Biosystems Mechanics & Engineering HN
- Aerospace Engineering HN

MATH

- STEM Algebra 2 HN
- STEM Geometry HN
- STEM Pre-Calculus HN
- STEM AP Statistics
- AP Calculus AB
- AP Calculus BC
- Vector Calculus (USC)

TECHNOLOGY

- STEM Computer Programming 1 HN
- AP Computer Science Principles
- AP Computer Science A
- STEM Computer Prog 2 HN
- Computer Science Essentials HN
- Cyber Security Fundamentals HN
- Advanced Cyber Security HN
- Networking 1 HN
- Networking 2 HN
- Biosystems Technology 1 HN
- Biosystems Technology 2 HN
- Oracle 1 Database Design & Prog HN
- Oracle 2 Database Prog PL/SQL HN

OTHERS

- STEM English 1 HN
- STEM English 2 HN
- STEM English 3 HN
- STEM AP Human Geography
- AP Psychology
- AP Research
- AP Seminar

www.lexrich5.org/dfhsmagnet
SAMPLE SCIENCE FRESHMAN STEM SCHEDULE

- Physical Science Honors STEM
- Biology I Honors STEM
  - English Honors STEM
  - Algebra 2 or Geometry Honors STEM
  - AP Human Geography STEM
  - Physical Education or ROTC
    - Foreign Language
    - Choice Elective(s)

SAMPLE TECHNOLOGY FRESHMAN STEM SCHEDULE

- Computer Programming 1 Honors STEM
  - Physical Science Honors STEM
  - English Honors STEM
  - Algebra 2 or Geometry Honors STEM
  - AP Human Geography STEM
  - Physical Education or ROTC
    - Foreign Language
    - Choice Elective(s)

SAMPLE ENGINEERING FRESHMAN STEM SCHEDULE

- Intro to Engineering Design Honors STEM
  - Physical Science Honors STEM
  - English Honors STEM
  - Algebra 2 or Geometry Honors STEM
  - AP Human Geography STEM
  - Physical Education or ROTC
    - Foreign Language
    - Choice Elective(s)

SAMPLE MATH FRESHMAN STEM SCHEDULE

- Algebra 2 or Geometry Honors STEM
  - Physical Science Honors STEM
  - English Honors STEM
  - AP Human Geography STEM
  - Physical Education or ROTC
    - Foreign Language
    - Choice Elective(s)
Irmo High School International School for the Arts offers students in grades 9-12 rigorous, standards-based curricula that challenge students intellectually and creatively through arts-infused learning opportunities embedded in a global approach. Expected outcomes will result in collaborative teaching and interdisciplinary student work and artworks that convey originality, higher levels of understanding, and increased achievement. Students will have the opportunity to participate in unique field experiences such as dance workshops, percussion performances and art gallery tours. For more information, go to www.lexrich5.org/IrmoHS.cfm and click on the arts tab. The focus of the arts magnet is to:

- Teach students how to construct and demonstrate knowledge and mastery of content through an art form.
- Engage students in creative problem-solving processes that connect an art form and another content area in order to meet evolving objectives and goals through standards-based curricula along with global considerations.
- Foster an environment where the innovation and creativity of students is valued and celebrated and to ensure innovation is mastered through the development of new methods, applications, perspectives, elements, forms, materials and/or processes that result from study, experimentation, or experiences.
- Ensure outcomes for students will result in innovation in student work and artworks, originality and dedication in students’ creative pursuits.

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**Dance**

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**Visual Arts**

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<td>Advanced Placement Three-Dimensional Design</td>
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**Dual Credit**

- Theater 200
- Music Appreciation (MUS 105)
- Art 102

**International Baccalaureate – Group 6**

**Music**

- Music SL Seminar – Band
- Band SL
- Band HL 1, 2

- Music SL Seminar – Chorus
- Chorus SL
- Chorus HL 1, 2

- Music SL Seminar – Orchestra
- Orchestra SL
- Orchestra HL 1, 2

**Dance**

- Dance SL Seminar
- Dance SL
- Dance HL 1, 2

**Theatre**

- Theatre SL Seminar
- Theatre Arts SL
- Theatre HL 1, 2

**Visual Arts**

- IB Visual Arts SL Seminar
- IB Visual Arts A SL
- IB Visual Arts HL 1, 2

*IB Program Course Participation: Students not enrolled in the IB Diploma Program may enroll in IB Visual Arts at Higher Level (HL for two years) or Standard Level (SL for one year) for Participation Credit. Students participating at Higher Level may be awarded an art credit in college based on their college’s policy for accepting International Baccalaureate Visual Arts scores.
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The program encourages and guides students across the world to become active, compassionate, and lifelong learners who understand other people and their differences, can also be right. The International Baccalaureate Organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. For more general information, go to www.ibo.org or lexrich5.org/his for specific questions.

The International Baccalaureate Program is recognized worldwide for its prestige and rigor. Courses are offered and organized among six major disciplines: Language/Literature, Language Acquisition, Individuals and Society, Sciences, Mathematics, and the Arts. The learner is at the heart of this program. IB students and teachers alike continually strive to be open-minded, principled, reflective, caring, risk-taking, thinkers, inquirers, knowledgeable, balanced, and communicators.

Students who choose to enroll in the International Baccalaureate Diploma Program (IBDP) are making a two-year commitment to complete all requirements set forth by the state of South Carolina and the International Baccalaureate (IB). Universities throughout the world regard the IB Diploma Program as one of the best for college preparatory coursework and may award credit for HL courses taken in high school based on student performance on IB assessments.
IB Courses and Expectations

Full Diploma Candidates must choose six IB courses of study, three courses or no more than four courses of study at the Higher Level (HL) and the remainder at the Standard Level (SL). Students may complete their schedules with non-IB courses. Students who pursue the full IB Diploma must take courses from each of the six groups, or may substitute a second course from another IB group in place of The Arts. Students who are non-full Diploma Candidates may choose to participate only in Group 2, World Language courses; Group 6, Arts courses and Group 3, Societies courses. IBDP Candidates may take up to two SL tests in their Junior year, however, only one is recommended.

A student may craft their schedule to be one of four majors:

**Art:** Visual Artists, Designers, Singers, Actors, Dancers, Writers, Musicians, and Liberal Arts

**Sales & Marketing:** Sales, Managers, Marketing, Business Entrepreneurs, and Advertising

**Science & Math:** Engineers, Scientists, Doctors, Architects, and Nurses

**Commerce:** Accountants, Stock traders, Investors, Money, and Market Managers

For students to be admitted into The Diploma Program they must meet the following criteria:

- Complete a Letter of Intent provided by the Diploma Program Coordinator or School Counselor
- Recommended B average by the 2nd semester of sophomore year
- Successful completion of two consecutive years of a world language
- Willing to commit time during the Junior/Senior summer to CAS and Extended Essay
- Parents agree to attend 1 of 2 Parent Meetings in the Spring of 2019.

International Baccalaureate Core Requirements:

**Theory of Knowledge (TOK)** is the flagship course of the IB program that encourages critical thinking about knowledge itself; it is designed to integrate all of the other IB coursework. The student as the knower has an opportunity to step back from new knowledge acquisition to explore, discover and express their views on knowledge issues.

**Creativity, Action, & Service (CAS)** are core learning components of the IB program which must be evident from the beginning of junior year to the end of senior year. CAS encourages discovering and drawing upon our creative nature, in a healthy and fit capacity to serve our fellow society both locally and globally. CAS promotes an awareness of our personal growth, through planning and initiating activities, undertaking new challenges, collaboration with others, persistence and commitment.

**Extended Essay (EE)** is a college level essay on an approved topic of student choice. Students will plan and consult with their EE supervisor in effort to write an academic essay of 4,000 words. This experience prepares students who are college bound for the planning, writing and execution of university level material. The topic of this paper is introduced at the end of the student’s junior year; the majority of research and writing should take place during the summer between the 11th & 12th grades.

<table>
<thead>
<tr>
<th>IB Group</th>
<th>IB Courses of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 *</td>
<td>English A1 HL</td>
</tr>
<tr>
<td>Group 2 *</td>
<td>Spanish HL or SL French HL or SL German HL or SL Chinese SL</td>
</tr>
<tr>
<td>Group 3</td>
<td>History of the Americas HL* Business and Management HL* Philosophy HL* Environmental Systems &amp; Societies SL</td>
</tr>
<tr>
<td>Group 4</td>
<td>Biology HL* Chemistry HL* or SL Physics HL* or SL Environmental Systems &amp; Societies SL</td>
</tr>
<tr>
<td>Group 5*</td>
<td>Mathematics – Application &amp; Interpretation HL or SL Mathematics– Analysis &amp; Approaches HL or SL</td>
</tr>
<tr>
<td>Group 6</td>
<td>Visual Arts HL* or SL** Music HL* or SL** Dance HL* or SL** Theatre HL* or SL**</td>
</tr>
</tbody>
</table>
VISION

Spring Hill High School encourages students to discover their passion, developing independent and innovative thinkers who continually strive for excellence.

MISSION

Spring Hill High School is a collaborative learning community that cultivates innovative thinkers prepared to meet the challenges of the 21st century. The school’s culture is rich in personal connections, supporting a learning environment where students pursue coursework designed to foster creativity, uniqueness in thought, and intellectual development. Spring Hill students explore and master educational pursuits which prepare them to strive and lead in an interconnected world.

PHONE: 803.476.8700

www.lexrich5.org
ENGINEERING ACADEMY

The Engineering Academy seeks to expose students to a wide variety of engineering fields, topics, and career paths. By providing students with a combination of nationally recognized curriculum along with traditional content courses infused with engineering topics, students encounter a unique learning environment designed to support their exploration through four schools of study.

Engineering course content in each school of study is acquired from Project Lead the Way (PLTW), the nation’s champion in the development of rigorous and relevant science technology, and engineering curricula. Teachers attend an intense certification course in order to be eligible to deliver PLTW courses. Most engineering teachers in each school also have previous work experience in the field in which they are teaching.

Engineering courses focus on hands-on learning and application, which meets the learning style needs of students interested in these fields. Students design and build model homes, computer games, and gliders, for example, all while learning the foundations of engineering in their chosen area of study. With some of these courses, there is also the opportunity for dual credit, allowing students to earn college credit while still at Spring Hill.

ENVIRONMENTAL ACADEMY

Spring Hill, in conjunction the Center for Advanced Technical Studies, offers a four year course of study designed to provide a unique learning experience to motivate students who wish to pursue an academic career in Environmental Studies.

The course work offered is intended to work in conjunction with South Carolina’s high school requirements while propelling students toward their career path. Through required course work, complimentary offerings, and extended learning opportunities, which range from Environmental Studies to Equine Science, Design Foundations to Clean Energy Innovations, and Senior Internships. Students are afforded the basic skills necessary for a career in Environmental Science. They are equipped with a working knowledge and understanding of environmental academics which opens the door to a growing field in Environmental Careers.

The academy uses an interdisciplinary approach focusing on environmental, thematic units that provide opportunities for cooperative learning and the development of problem solving and creative thinking skills. Outdoor education is heavily utilized to develop skills that students will have for a lifetime. Our students will become environmental stewards of their planet.
ENTREPRENEURIAL ACADEMY

The Entrepreneurial Academy delivers the opportunity for real life activities and experiences in Finance and Leadership Management to prepare students for academic, business, and professional endeavors. Our students will learn to make financial decisions in a risk-free environment, boost self-empowerment through business and personal finance skills, gain an understanding of business operations and economics, and explore the advantages and challenges of entrepreneurship, enabling them to independently navigate the business world and be prepared for the future. The program features a student-run retail store and coffee shop.

This academy builds on core 21st century skills by fostering communication, collaboration, and critical thinking.

ENTERTAINMENT ACADEMY

The Entertainment Academy provides the foundation for vibrant and engaging learning experiences which foster the development of the 21st century skills needed for post-secondary college and career. Our program develops outstanding communicators, flexible thinkers, and innovative practitioners through academic, creative, career-based, theatre and art. Our learners take part in rigorous curriculum while engaging in such endeavors as customized field studies, internships, industry-partnered projects, and artistic performances. Project based learning activities using state-of-the-art technology are designed to build core knowledge while promoting the development of creativity, critical thinking, and communication skills.

This academy is committed to educating the whole person. Students learn powerful tools that prepare them to be competitive in a global society.

EXERCISE SCIENCE ACADEMY

The Exercise Science Academy is designed to appeal to students with interests in areas such as health and wellness, athletic training and rehabilitation, sports psychology, nursing and medicine. Teachers in the Exercise Science Academy infuse these themes into the curriculum of their core classes in order for students to make connections between the typical high school curriculum and their possible career path.

The Academy also offers electives ranging from personal training and sports nutrition to sports medicine and anatomy to further tailor the high school experience to the interests of the students. We partner with local businesses, hospitals, and The Center for Advanced Technical Studies to offer students opportunities to explore potential career paths.
**TOP SHHS FAST FACTS**

- Career Pathways Magnet
- Students may participate in High School League Sports at their zoned school. Athletic eligibility is NOT jeopardized by attending SHHS.
- Transportation is provided using a shuttle system from zoned schools both to and from our state-of-the-art, 267,000 square foot facility.
- SHHS is a recognized Project Lead the Way (PLTW) School and recipient of a Magnet Schools of America Grant. (PLTW is a leading provider of STEM education curriculum.)

**CLUBS / ACTIVITIES**

- Beta Club
- DECA
- Junior Civitans
- Key Club
- Mock Trial
- Technology Student Association
- Student Council
- Spring Hill Dance Company
- Graphic Novelists
- National Honor Society
- Fencing
- Multi Media Gaming
- Spring Hill All Star Cheer
- Rugby
- International Thespian Society
- Future Business Leaders of America
- Students In Action
- National Honor Societies for Social Studies, Science, French, Spanish

**BLOCK SCHEDULE**

<table>
<thead>
<tr>
<th>TIMES</th>
<th>A DAY</th>
<th>B DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40 – 10:07</td>
<td>Block 1</td>
<td>Block 5</td>
</tr>
<tr>
<td>10:12 – 11:40</td>
<td>Block 2</td>
<td>Block 6</td>
</tr>
<tr>
<td>11:45 – 12:25</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25 – 1:57</td>
<td>Block 3</td>
<td>Block 7</td>
</tr>
<tr>
<td>2:02 – 3:30</td>
<td>Block 4</td>
<td>Block 8</td>
</tr>
</tbody>
</table>

**SUGGESTED COURSE PROGRESSION**

**9th Grade**
- English Placement
- Math Placement
- Science Placement
- Social Studies Placement
- World Language
- Fine Art Elective
- Computer Science Elective
- Physical Education

**10th Grade**
- English Placement
- Math Placement
- Science Placement
- Social Studies Placement
- World Language
- School of Study Elective
- Elective

**11th Grade**
- English Placement
- Math Placement
- Science Placement
- Social Studies Placement
- World Language
- School of Study Elective
- School of Study Elective
- Elective

**12th Grade**
- English Placement
- Math Placement
- Science Placement
- Social Studies Placement
- World Language or Elective
- School of Study Elective
- School of Study Elective
- Internship

**CONTACT**

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Mrs. Karen Fallaw, Director of Guidance, kfallaw@lexrich5.org