Mission Statement

The mission of School District Five of Lexington and Richland Counties, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society.

Vision

Pursuing Excellence for Tomorrow's Challenges

Non-Discrimination Policy

School District Five of Lexington and Richland Counties does not discriminate on the basis of race, color, national origin, sex or disability in admission to, treatment in, or employment in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies: Dr. Allison Jacques, Title IX Coordinator and Dr. Angie Slatton, 504/ADA Coordinator, 1020 Dutch Fork Road, Irmo, South Carolina 29063, (803) 476-8000.

http://www.lexrich5.org
District Course Catalog

School District Five of Lexington and Richland Counties
1020 Dutch Fork Road, Irmo, SC 29063
(803)476-8000

Superintendent: Dr. Christina Melton
Chief Instructional Officer: Mr. Michael Guliano

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

Dutch Fork High School
1400 Old Tamah Road, Irmo, SC 29063
803-476-3300
Dr. Gerald Gary, Principal
Ginny Haynes, Assistant Principal of Instruction
Dr. Donna Huger, School Counseling 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, School Counseling 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, School Counseling Director (476-8705)

Academy for Success
11629 Broad River Road, Chapin, SC 29036
803-575-5300
Danielle Major-Murphy, Principal
Patrice Brand, Assistant Principal
Juanita Caldwell, School 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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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

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.

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.

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

During registration students should:

- 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).

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 consider course selections.

Since the registration process is comprehensive and affords many opportunities for communication, schools have adopted procedures regarding schedule changes.

GENERAL REGISTRATION PROCEDURES

1. Course change requests must be submitted by June 15th. Changes after June 15 will be allowed for the following:

- When credit has been earned after the completion of the school year: Changes will be made if summer school, credit recovery and/or VirtualSC completion warrants a change. Counselors will make schedule corrections upon completion of summer school, credit recovery and/or VirtualSC. Counselors will make the required changes upon receiving final grades and transcripts prior to the first day of school.

- When a prerequisite course is failed: Counselors will make schedule changes once grades are finalized at the completion of the course. 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. 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.

- 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 be considered if the student has previously failed a course with a scheduled teacher and if space permits (see 3b).

3. Course change requests prior to June 15 will be considered according to the following conditions:

- the change is requested in writing
- the proposed change will not result in a class having over the maximum of 25 students
- the proposed change is not in conflict with the master schedule
- 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
- the proposed change will not result in any senior having more than two study halls per semester

4. Course Withdrawals after June 15 will require principal approval and the following will apply:

- Students may not drop a required course.
- All COURSE WITHDRAWALS after the start of class will adhere to the course withdrawal policy.
- Requests for course level changes 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.
- Second semester course changes should be submitted by December 1 to the appropriate school counselor.

5. Adding New Courses after June 15 will require principal approval and the following will apply:

- A student may not enroll in a semester course after the third-class meeting of the course.
- A student may not enroll in a yearlong course after the fifth-class meeting of the course.
GRADE CLASSIFICATION

Students in grades nine through 12 will be awarded units of credit for courses that have been approved by the South Carolina Department of Education. Requirements for promotion to each grade level are as follows:

- Promotion from grade nine to grade 10: a total of five units of credit, including English I and a unit of mathematics
- Promotion from grade 10 to grade 11: a total of 11 units of credit, including English I and II; two units of mathematics; and one unit of science
- Promotion from grade 11 to grade 12: a total of 17 units of credit, including English I, II, and III; three credits of mathematics; and two credits of science

SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

A student must earn the following 24 total units:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>English/Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>United States History and Constitution</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>½</td>
</tr>
<tr>
<td>United States Government</td>
<td>½</td>
</tr>
<tr>
<td>Other Social Studies Elective</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education or Junior ROTC</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>World Language</td>
<td>1</td>
</tr>
<tr>
<td>OR</td>
<td>1</td>
</tr>
<tr>
<td>Total Core Units</td>
<td>17</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
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</table>

**TOTAL UNITS**

To be eligible to receive a School District Five Extended Studies Diploma, a student must earn 28 units 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.

- English Language Arts                     | 4         |
- Math (including Alg 1, Geometry, Alg 2)    | 4         |
- Science (lab sciences)                     | 4         |
- U.S. History and Constitution             | 1         |
- Economics                                  | ½         |
- U. S. Government                           | ½         |
- Elective Social Studies                    | 2         |
- World Language (same language)             | 3         |
- Physical Education (PE), Band w/ (PE) or ROTC | 1         |
- Computer Science                           | 1         |
- CATE or Visual or Performing Art           | 1         |
- Electives                                  | 6         |

EMPLOYABILITY CERTIFICATE REQUIREMENTS

Beginning no earlier than the end of a student’s eighth grade academic school year, or later if determined by the student’s individualized education program (IEP) team, and updated annually thereafter, the IEP team will determine if the student’s expected high school outcome will be to attain a state high school diploma, a state recognized South Carolina High School Credential, or district attendance certificate. The course of study identified in the IEP will match this determination and support the student’s postsecondary goals. The South Carolina High School Credential program consists of 24 units of coursework aligned with the Profile of the South Carolina Graduate and the South Carolina College and Career Ready Standards. These courses may be personalized by content area and may include both credit bearing (Carnegie) and non-credit bearing (CREDENTIAL) courses.

- English Language Arts                     | 4         |
- Mathematics                                | 4         |
- Science                                    | 2         |
- Social Studies                             | 2         |
- Employability Education                    | 4         |
- PE/Health                                  | 1         |
- Technology                                 | 1         |
- Electives                                  | 6         |

Additionally, a student must:

- Develop a career portfolio that includes a multimedia presentation project
- Attain work readiness assessment results that demonstrate the student is ready for competitive employment
- Complete work-based learning/training that totals at least 360 hours

Work-based learning and training completed during the program:
• Maybe school-based, community-based, and/or paid or unpaid employment
• Must be aligned with the student’s interests, preferences, and postsecondary goals and individual graduation plan
• For paid employment, must pay a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act

COMMENCEMENT EXERCISES

Only those students who pass all the units required for a diploma or certificate may participate in the commencement exercise held at the end of the school year. An early graduation request will be reviewed by the principal after the student and parent completes an early graduation application, which includes a written request detailing the reason for completing high school earlier than a four-year period. The request should be given to the student’s school counselor for processing. If approved, the student will be eligible to participate in commencement exercises at the end of the school year of early completion. Students are encouraged to take advantage of dual credit and other curriculum opportunities that will better prepare them for postsecondary plans.

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

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

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. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school. The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

HONORS COURSES

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

• An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate.

Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.

Assessments must align with the honors level curriculum and instructional best practices to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Physical Education I, or any course that can be substituted for Physical Education I (e.g. Marching Band or ROTC), is not eligible to receive honors weight.

Advanced Learning Opportunities (ALO): Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education Courses

The following criteria apply to the all ALO courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency (IKA-R):

• Only ALO courses can be awarded a full quality point above the CP weighting. Seminar or support courses for ALOs may be weighted as honors but not as ALO courses. Quality points awarded to ALO courses cannot be changed based on participation or non-participation in an ALO standardized final examination (i.e. AP examination).

• An ALO course can carry only one quality point above the CP weighting.

• An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e. two weighted credits).

DUAL ENROLLMENT COURSES

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.
EXTENDED LEARNING OPPORTUNITIES

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

Cooperative Education allows students to combine classroom instruction with paid or non-paid work experience related to their occupational programs. (Additional course credit may be awarded.)

Mentoring allows students to attend class, work throughout the year with mentors for three to four years while acquiring job-related training in a high school or postsecondary setting. Students gain a gradual progression of skills and wages through a structured program with recognized and portable credentials. (Additional course credit may be awarded.)

VirtualSC partners to a student enrolling in this program. VirtualSC is a free state-sponsored online program serving students currently attending public, private and occupational programs. (Additional course credit may be awarded.)

Shadowing allows students to explore occupational choices through observing worksites.

VIRTUALSC

Students must have permission from the principal or the principal’s designee to be enrolled in the South Carolina Virtual School Program. The high school principal may allow three on-line courses, with VirtualSC program courses, to be included in the three courses during each school year for grades nine through 12. The district will transcribe the student's final numeric grade to the student’s permanent grade and transcript. Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment. Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program. VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 7-12 and Adult Education Programs. VirtualSC offers rigorous online courses aligned to state standards that are developed and taught by Highly Qualified, SC licensed teachers. VirtualSC partners with schools to provide an individualized online learning solution for students on the path to high school graduation. Students should contact their school counselor for an information packet and then visit http://ed.sc.gov/.

GRADING POLICY

The modified South Carolina Uniform Grading Scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students being awarded high school credits. Credit bearing courses completed prior to August 15, 2016, will be awarded quality points based on the 7-point grading scale associated with the weighting of the course.

Coursework completed after August 15, 2016, will be awarded quality points based on the 10-point grading scale with the weighting associated with the course. Quality points awarded are limited to the use of the three-decimal-place conversion factors specified in the South Carolina Uniform Grading Policy grade point conversion chart. Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below.

When a student successfully recovers the credit for a failed course with a 60 or higher, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course with a grade below a 60, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.
END-OF-COURSE EXAMINATION PROGRAM (EOCEP) COURSES

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student’s final grade. The student will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time, and all requirements will apply. The State of South Carolina mandates an end-of-course examination after completion of Algebra 1/Intermediate Algebra, Biology 1, English 1, English 2, U. S. History and Constitution. EOCEP examination scores count 20 percent in the calculation of the student’s final grade in gateway courses. During the transition from English 1 to English 2 the timeline provided by the SDE (State Department of Education) will be followed.

GRADE POINT AVERAGES (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the formula below. The formula will yield each student’s GPA, which can then be ranked from highest to lowest rank in a class. Computations will be rounded to the third decimal place as outlined in the state’s uniform grading policy. All diploma candidates are included in the ranking.

\[
GPA = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}
\]

The board will establish the criteria for determining honor graduates and distinguished honor graduates and may establish earlier cutoffs (e.g. the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

CONVERTING GRADES ON TRANSCRIPTS

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show the course title and the level/type of course taken. The grading scale will be printed on the report card. When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was completed will be used. For courses completed during the 2015-16 school year and prior, the following equivalents will be used to transfer the grades into the student’s record:

\[
A = 96 \quad B = 88 \quad C = 80 \quad D = 73 \quad F = 61
\]

For courses completed in 2016-2017 and thereafter, the following conversion will apply:

\[
A = 95 \quad B = 85 \quad C = 75 \quad D = 65 \quad F = 50
\]

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the grade will be recorded as a “P” on the transcript.

If the transcript shows that the student has earned a grade of “P” or “F,” that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the “P” or the “F.”

If no numerical average can be obtained from the sending institution, an earned credit will be awarded, and the receiving school will enter a “P” on the transcript.

If no numerical average can be obtained from the sending institution on the “F,” the receiving school will enter an “NP” on the transcript.

The district will consider a student’s transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from home schools and non-accredited schools. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state.

For international students, the district will attempt to gather as much course information from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

The district will allow a student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for “no credit” and “not included in GPA” at the student level. Students should not take the end-of-course examination in an audited class.

Students transferring from schools not accredited under the regulations of the appropriate board of education of a state, regional accrediting agency, or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public school students, will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

COURSE WITHDRAWALS

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a “WF” (as a 50), and the “WF” will be calculated in the student’s overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a “WP.” The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period, will be assigned grades in accordance with the following:
• The student will receive a “WP” if he/she was passing the course. The grade of “WP” will carry no Carnegie units and no quality points to be factored into the student’s GPA.

• The student will receive a “WF” if he/she was failing the course. The grade of “WF” will carry no Carnegie units but will be factored into the student’s GPA as a 50.

**FAILURE DUE TO ABSENCES**

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an “FA” (failure due to absences) on his/her transcript. The grade of “FA” will carry no Carnegie units but will be factored into the student’s GPA as a 50. As noted in Regulation 43-274VII (B), students with absences may make up work or demonstrate proficiency as determined by the local school district. All make-up time and work must be completed within 30 days from the last day of the course. The board or its designee may extend the time for a student’s completion of the requirements due to extenuating circumstances that include, but are not limited to, the student’s medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Make-up requirements that extend beyond 30 days due to extenuating circumstances must be completed prior to the beginning of the subsequent new school year.

**LATE ARRIVAL/EARLY DISMISSAL**

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships, and/or internships.

**RETTAKING COURSES**

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a “D,” “P,” “NO,” “WP,” “FA,” or “F” in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. The student’s transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course at the same level of difficulty regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, although all attempts for credit must remain on the transcript, only the highest grade will be used in figuring the student’s GPA.

**CONTENT and CREDIT RECOVERY**

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered the opportunity to participate in the district’s content or credit recovery programs.

**Content Recovery:**

The district’s content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school and who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

**Credit Recovery:**

The district’s credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have achieved sufficient mastery to benefit from a block of instruction, less than the entirety of the course, which targets specific components or a subset of standards to address the student’s deficiencies. There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program. Students who are taking credit recovery for courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262 before they can receive credit for the course. Student will not take the end-of-course assessment a second time.

**Student Athletes:**

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

**INTERSCHOLASTIC ACTIVITIES**

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

A student must not have received a high school diploma. If a student turns 19 years of age before July 1 of the upcoming school year he/she is not eligible.

Specific requirements for academic eligibility are as in accordance with the SCHSL (South Carolina High School League). Please direct all questions and inquiries to the school Athletic Director at the high school.

**THE NCAA AND NCAA ELIGIBILITY CENTER**

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

**TEST SCORES**

Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown in Appendix D. Division II has no sliding scale. The minimum core grade point average is 2.00. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68. The SAT score used for NCAA
purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

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

**GRADE-POINT AVERAGE**

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

**CORE COURSES DIVISION I NCAA**

Division I requires 16 core courses:

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- One year of additional English, mathematics or natural/physical science
- Two years of social science
- Four years of additional courses (from any area above, world language, or comparative religion/philosophy)

In order to be eligible to compete during the initial year of full-time enrollment, students must complete 16 core courses. **Ten of the 16 core courses must be completed before the seventh semester** (senior year) of high school and at least seven of these 10 core courses must be in English, math, or science. Grades achieved in such courses must be used in the student's academic certification and cannot be replaced by courses or grades achieved after starting the seventh semester. *Note: students must also meet the Division I sliding-scale index for competition (minimum 2.300 core-course GPA).**

**CORE COURSES DIVISION II NCAA**

Division II requires 16 core courses:

- Three years of English
- Two years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- Three years of additional English, mathematics or natural/physical science
- Two years of social science
- Four years of additional courses (from any area above, world language or comparative religion/philosophy)

**Note: Courses Taken Before High School**

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

**OTHER IMPORTANT INFORMATION**

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

**THE NAIA AND NAIA ELIGIBILITY CENTER**

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

**COLLEGE AND CAREER READINESS TESTING**

The Preliminary Scholastic Aptitude Test (PSAT) and Preliminary Scholastic Aptitude for National Merit Scholarship Qualifying Test (PSAT/ NMSQT) will better prepare students for the SAT. They test the same skills and knowledge as the SAT at the appropriate grade level administered and scores can be a predictor of SAT performance. PSAT/NMSQT scores taken the junior year are utilized to identify eligible students for the National Merit Scholarship Program awards, early college admissions, Governor School qualification, and Junior Scholar and Fellow awards. The PSAT scores also provide AP potential scores that will show the AP courses that a student should consider.

The Scholastic Aptitude Test (SAT) is designed to make sure it’s highly relevant to students’ future success. The SAT test is focused on the skills and knowledge at the heart of education. It measures what students learn in high school and what they need to succeed in college. The SAT encompasses evidence-based reading and writing, math and an essay. There is no penalty for guessing on the SAT. Students will earn points for the questions that are answered correctly but will not have points subtracted if they choose the wrong answer. For additional information on PSAT and SAT, visit your counseling office or http://www.collegeboard.org.

The American College Test (ACT) is a leading US college admissions test, measuring what students learn in high school to determine their academic readiness for college. The test consists of four sections composed of English, mathematics, reading, and science. The ACT has a writing section that is optional. Students are encouraged to check with prospective colleges prior to making the decision to opt out of taking the essay. The ACT gives a composite and STEM College Readiness benchmark. The ACT scores are accepted by all state-supported colleges and universities for admission, as well as for LIFE scholarship qualification. For additional information on ACT, visit your counseling office or http://www.act.org.

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

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

MINIMUM REQUIREMENTS FOR SOUTH CAROLINA PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as a part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements) for entering college freshmen beginning in the academic year 2019-2020. For more information please visit the CHE website at https://www.che.sc.gov/.

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

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

LABORATORY SCIENCE (Three units):
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.

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

WORLD LANGUAGES (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.

PHYSICAL EDUCATION/ROTC: One unit of Physical Education or JROTC

FINE ARTS: One unit of Visual and/or Performing Arts

ELECTIVES (two units):
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 May 1st of the junior year and April 15th of the senior 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 senior 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:

- Earn at least a 3.0 cumulative GPA based using the UGP upon high school graduation
- Rank in the top 30 percent of the graduating class
- 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.
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
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 Texts, Reading Informational Text, Writing, Communication, and Language.

All district high schools engage in the D5READS365 initiative. (To learn the specifics of this interdisciplinary reading initiative, please see the district website.) As a part of D5READS365, students are encouraged to participate in summer reading. D5READS365 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 information, 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.

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
Grade: 9  Semesters: 2  Credit: 1 English
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 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
302400HW (CHS, DFHS, IHS, SHHS)
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 that focuses on arguments using carefully chosen quotations to support analysis and writing informatively to convey 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
302500CW (CHS, DFHS, IHS, SHHS)
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
302500HW (CHS, DFHS, IHS, SHHS)
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 state requirement 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
30250THW (DFHS)
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 or International Baccalaureate courses in the future. All English 2 students must take South Carolina’s end-of-course exam.

ENGLISH 3, COLLEGE PREPARATORY
302600CW (CHS, DFHS, IHS, SHHS)
Grade: 10, 11  Semesters: 2  Credit: 1 English
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
302600HW (CHS, DFHS, IHS, SHHS)
Grade: 10, 11 Semesters: 2 Credit: 1 English 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
3026STHW (DFHS)
Grade: 10, 11 Semesters: 2 Credit: 1 English
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
302700CW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1 English
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
302700HW (CHS, DFHS, IHS, SHHS)
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. Students 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 COMPOSITION
3099RCCH (CHS, DFHS, IHS, SHHS)
Grade: 9-12 Semesters: 1 Credit: .5
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
305000CW (CHS, DFHS, IHS, SHHS)
Grade: 9-12 Semesters: 2 Credit: 1
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
3051NPCW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 Credit: 1
Prerequisite: Journalism 1 or Approved Application
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
3051NP HW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 Credit: 1
Prerequisite: Journalism 1 or Approved Application
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 in 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 ADVANCED PRODUCTION
376803CW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Journalism 2 Newspaper and Approved Application
Journalism 3 (Newspaper) is designed for the student who has completed Journalism 1 and 2 and who 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. Students will study current trends in professional print, advertising, and public relations.

JOURNALISM 3 NEWSPAPER ADVANCED PRODUCTION, HONORS
376803HW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Journalism 2 Newspaper and Approved Application
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, 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 ADVANCED PRODUCTION
3799NP CW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Journalism 3 Newspaper and Approved Application
Journalism 4 Newspaper College Preparatory is designed to give serious journalism students continued experience in newspaper design, writing, editing, typography, and photography without the additional responsibilities as an editor or manager. Students will contribute to the publication and support the overall work of the newspaper as experienced journalists. These students will work closely with the editors and graphic designers to contribute ideas and provide feedback to the newspaper leadership.

JOURNALISM 4 NEWSPAPER ADVANCED PRODUCTION, HONORS
3799NPHW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Journalism 3 Newspaper and Approved Application
Journalism 4 Newspaper 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. Students in this level should also be producing content suitable for publication and should be submitting work for contests, too. These students will also work closely with the teacher/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. This honors course is the capstone course in the Journalism 2-4 (Newspaper) program.

JOURNALISM 2, YEARBOOK
3051YBCW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Journalism 1 or Approved Application
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
3051YBH W (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 Credit: 1
Prerequisite: Journalism 1 or Approved Application
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 ADVANCED PRODUCTION
376903CW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Journalism 2 Yearbook and Approved Application
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
advanced editing skills, business management skills, and advanced design techniques with graphics and typography.

**JOURNALISM 3 YEARBOOK ADVANCED PRODUCTION, HONORS**
376903HW (CHS, DFHS, IHS, SHHS)

*Grade: 11, 12  Semesters: 2  Credit: 1 Elective Prerequisite: Journalism 2 Yearbook and Approved Application*

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 ADVANCED PRODUCTION**
3799YBCW (CHS, DFHS, IHS, SHHS)

*Grade: 11, 12  Semesters: 2  Credit: 1 Prerequisite: Journalism 3 Yearbook and Approved Application*

Journalism 4 Yearbook College Preparatory is designed to give journalism students continued experience in yearbook design, copywriting, editing, design, and photography without the additional responsibilities as an editor or manager. Students will contribute to the publication and support the overall work of the yearbook as experienced journalists. These students will work closely with the editors and graphic designers to contribute ideas and provide feedback to the yearbook leadership.

**JOURNALISM 4 YEARBOOK ADVANCED PRODUCTION, HONORS**
3799YBHWH (CHS, DFHS, IHS, SHHS)

*Grade: 11, 12  Semesters: 2  Credit: 1 Prerequisite: Journalism 3 Yearbook and Approved Application*

Journalism 4 Yearbook Honors is designed to give serious journalism students experience in leadership and management. Students at this level will be expected to produce content suitable for publication and will hold positions as editors-in-chief, business managers, section editors, graphic designers, photographers, etc. Students will be required to have advanced skills in design, writing, editing, typography, and photography and will oversee many layers of publication. Students will also work closely with the adviser, other editors, and the staff. 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. This honors course is the capstone course in the Journalism 2-4 (Yearbook) program.

**JOURNALISM 2 LITERARY MAGAZINE PRODUCTION**
3099L2CH (DFHS, IHS, SHHS)

*Grade: 10-12  Semesters: 1  Credit: .5 Elective Prerequisite: Journalism 1 and Approved Application*

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 PRODUCTION ADVANCED PRODUCTION**
3099L3CH (DFHS, IHS, SHHS)

*Grade: 11, 12  Semesters: 1  Credit: .5 Elective Prerequisite: Journalism 2 Literary Magazine and Approved Application*

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**
3099MMCW (DFHS)

*Grade: 9-12  Semesters: 2  Credit: 1*

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 get 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**
3099AACH (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**
3099BKCH (CHS, DFHS, SHHS)

*Grade: 9-12  Semesters: 1  Credit: .5*

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, book selling, and professional writing.

**BEYOND THE BEST SELLERS**
3099B1CH (CHS, DFHS)

*Grade: 9-12  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**
3099CMCH (CHS, DFHS, IHS)

*Grade: 9-12  Semesters: 1  Credit: .5*

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**

3032CWCH (CHS, DFHS, IHS, SHHS)

Grade: 9-12  
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**

3099C2CH (CHS, DFHS, IHS, SHHS)

Grade: 9-12  
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**

Level 1 Fall 3084F0CH/Level 1 Sp. 3084S0CH

Level 2 Fall 4080F0CH/Level 2 Sp. 4080S0CH

Level 3 Fall 4081F0CH/Level 3 Sp. 4081S0CH

Level 4 Fall 4082F0CH/Level 4 Sp. 4082S0CH

(CHS, DFHS, IHS, SHHS)

Grade: 9-12  
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**

3099F1CH (DFHS, IHS)

Grade: 10-12  
Semesters: 1  
Credit: .5

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**

304000CH (CHS, DFHS, IHS, SHHS)

Grade: 9-12  
Semesters: 1  
Credit: .5

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**

3099FSCH (CHS, DFHS, IHS, SHHS)

Grade: 9-12  
Semesters: 1  
Credit: .5

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**

3399S1CW (CHS, DFHS, IHS)

Grade: 9-12  
Semesters: 2  
Credit: 1

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 public speaking, research, 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**

3399S2CW (DFHS, IHS)

Grade: 10-12  
Semesters: 2  
Credit: 1

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.

**SAT VERBAL Preparation**

401100CH (CHS, DFHS, IHS, SHHS)

Grade: 10-12  
Semesters: 1  
Credit: .5

This course prepares college-bound students for the SAT verbal section. Special emphasis is placed on helping students prepare for evidence-based reading questions including answering passage-based questions from a variety of disciplines, including literature, history, social sciences, and physical sciences. In preparation for the writing and language portion, students will have practice with author’s use of evidence, word choice, clarity, and grammar, usage, and punctuation. Additionally, students will
write essays in preparation for the essay component. Students will also improve tier 2 vocabulary and practice questions where they learn to identify the meaning of vocabulary in context. Students will take practice tests, write essays, and become familiar with all sections of the verbal test.

ACT Language Arts Preparation
401200CH (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 1 Credit: .5
This course is offered to students in preparation for the ACT English Language Arts Exam. Students will practice and learn strategies for answering questions on conventions of standard English (punctuation, usage, and sentence structure), production of writing (development, organization, and cohesion), and knowledge of language (word choice, style, and tone). Students will also have questions on rhetorical skills including strategy, organization, and style. Students will take practice tests and become familiar with each section of the ACT English Exam.

WOMEN WRITERS
3099WWCH (CHS)
Grade: 10-12 Semesters: 1 Credit: .5
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
302900HW (DFHS, IHS, SHHS)
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
3099SWCH (IHS)
Grade: 9-12 Semesters: 1 Credit: .5
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
3099PPCH (DFHS, IHS)
Grade: 9-12 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
308600CW (CHS, DFHS, IHS, SHHS)
Grade: 9, 10 Semesters: 2 Credit: 1
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.

SECONDARY LITERACY 2
308700CW (DFHS)
Grade: 10-12 Semesters: 2 Credit: 1
This course is designed to continue to assist students with reading, writing, vocabulary, and related comprehension strategies. Instruction will concentrate on increased student ability, a growth mindset, language skills, and organization. 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. Students will also learn close reading strategies in order to help them across all content areas.
MATHEMATICS

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

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**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.

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
411600CW or 4116ABCW (4x4) (CHS, DFHS, IHS, SHHS)
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
411700CW or 4117ABCW (4x4) (CHS, DFHS, IHS, SHHS)
Grade: 10 Semesters: 2 Credit: 1 Prerequisite: Foundations in Algebra

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
3119M2CW (CHS, DFHS, IHS)
Grade: 9 Semesters: 2 Credit: 1 Elective Prerequisite: 8th Grade Pre-Algebra

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
411400CW (CHS, DFHS, IHS, SHHS)
Grade: 9 Semesters: 2 Credit: 1 Prerequisite: 8th Grade Pre-Algebra

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
412200CW (CHS, DFHS, IHS, SHHS)
Grade: 9-11 Semesters: 2 Credit: 1 Prerequisite: Algebra 1 or Foundations and Intermediate Algebra

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
3199M4CW (DFHS, IHS)
Grade: 9-11 Semesters: 2 Credit: 1 Elective Prerequisite: Algebra 1

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
412200HW (CHS, DFHS, IHS, SHHS)
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.

**GEOMETRY, HONORS STEM**

4122STHW (DFHS)

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 over the set of complex numbers, solving exponential equations, 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.

**ALGEBRA 2, HONORS STEM**

4115STHW (DFHS)

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.

**ALGEBRA 2, COLLEGE PREPARATORY**

411500CW (CHS, DFHS, IHS, SHHS)

Grade: 9-12

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 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 PREPARATION MATH**

415000CH (CHS, DFHS, IHS)

Grade: 9-12

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. 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.

**ACT MATH PREPARATION**

412500CH (CHS, DFHS, IHS)

Grade: 9-12

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 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 ACT course manual.

**PROBABILITY AND STATISTICS, COLLEGE PREPARATORY**

4141ADCW (CHS, DFHS, IHS, SHHS)

Grade: 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. 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. This course provides students the opportunity to study up-to-date statistical topics and techniques that will prepare them for success in post-secondary education.
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 and normal; 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.

DISCRETE MATHEMATICS, COLLEGE PREPARATORY
4142ADCW (CHS, DFHS, SHHS, IHS)
Grade: 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 are 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
4113ADCW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 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
4131ADCW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 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 Calculus College 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
4131HNHW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 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 (SHHS, DFHS).

CALCULUS, COLLEGE PREPARATORY
4135ADCW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 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, 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.
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.

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 or post-secondary/college preparation.

**PHYSICAL SCIENCE, COLLEGE PREPARATORY**  
3211ADCW (CHS, DFHS, IHS, SHHS)  
Grade: 9  
Seminesters: 2  
Credit: 1  
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.**

**PHYSICAL SCIENCE, HONORS**  
3211HNHW (CHS, DFHS, IHS, SHHS)  
Grade: 9  
Seminesters: 2  
Credit: 1  
Prerequisite: Algebra 1  
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**  
3211STHW (DFHS)  
Grade: 9  
Seminesters: 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 teachers and the STEM committee. A final grade of 80 or higher is required to earn STEM credit for this course. Students are 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.**

**BIOLOGY 1, HONORS**  
3221HNHW (CHS, DFHS, IHS, SHHS)  
Grade: 9-12  
Seminesters: 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.**

**BIOLOGY 1, HONORS, STEM**  
3221STHW (DFHS)  
Grade: 9  
Seminesters: 2  
Credit: 1  
Prerequisite: Acceptance into STEM Program  
This rigorous course is specifically designed to meet the needs of STEM students. Successful completion of this course prepares students for AP Biology, Research, and other STEM science courses. In this course students will study biological concepts in great depth and apply these concepts through the use of molecular models, laboratory experiences, and projects. Topics covered include cells as a system, energy transfer, inheritance and variation of traits, unity and diversity, ecosystem dynamics, and comprehensive health. 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 teachers and the STEM committee. A final grade of 80 or higher is required to earn STEM credit for this course. 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.**

**CHEMISTRY 1, COLLEGE PREPARATORY**  
3231ADCW (CHS, DFHS, IHS, SHHS)  
Grade: 11, 12  
Seminesters: 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**  
3231HNHW (CHS, DFHS, IHS, SHHS)  
Grade: 9-12  
Seminesters: 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 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.

CHEMISTRY 1, HONORS, STEM
3231STHW (DFHS)
Grade: 9, 10 Semesters: 2 Credit: 1
Prerequisite for students in grade 10: Physical Science Honors, or Biology 1 Honors STEM, Acceptance into the STEM Program
Prerequisite for students in grade 9: Concurrent enrollment in Algebra II Honors, Acceptance into the STEM Program

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. 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
3241HNSW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Honors Physical Science or Biology 1 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.

ANATOMY AND PHYSIOLOGY, COLLEGE PREPARATORY
3263ADCW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Successful completion of two science credits, including Biology 1 CP and concurrent enrollment in Chemistry 1 CP

Anatomy and Physiology is a second-year biology course designed to familiarize students with the structure and function of the human body. This is a rigorous course in which students will study the organs and systems of the body and how they function. Those students interested in health careers such as physical therapy, dental assisting, sports medicine, nursing or laboratory technology, as well as students who are curious about the functioning of their own bodies, will benefit from this laboratory-oriented course. Laboratory exercises, including dissection, comprise a major portion of this course.

PHYSICS 1, COLLEGE PREPARATORY
3241ADCW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Physical Science College Preparatory, and Biology 1 College Preparatory

This course emphasizes laboratory 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.

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.
ASTRONOMY, COLLEGE PREPARATORY
325100CW (CHS, DFHS, IHS)
Grade: 10-12 Semesters: 2 Credit: 1
Prerequisite: 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.

CHEMISTRY 2, COLLEGE PREPARATORY
323200CW (DFHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Chemistry 1
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.

CHEMISTRY 2, HONORS
3232HNHW (DFHS)
Grade: 11, 12 Credit: 1
Prerequisite: Chemistry 1 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.

ENVIRONMENTAL SCIENCE, COLLEGE PREPARATORY
3261CPCW (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.

FORENSIC SCIENCE, COLLEGE PREPARATORY
3245ADCW (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
3225CPCW (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
3225HNHW (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.

SCIENCE RESEARCH AND LAB TECHNICIAN, COLLEGE PREPARATORY
3299LBCW (CHS, IHS)
Grade: 11, 12 Semesters: 1 Credit: .5
Prerequisite: Chemistry 1 (may be taken concurrently) and the Science Department Chair’s signature.
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.
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.

9th Grade
Human Geography, College Preparatory

10th Grade
Human Geography, Honors

11th Grade
United States History and Constitution, College Preparatory

12th Grade
Economics and Personal Finance, College Preparatory and United States Government, College Preparatory

-or-
Economics and Personal Finance, Honors or Macroeconomics, Advanced Placement or Microeconomics, Advanced Placement (DFHS) and United States Government, Honors or United States Government and Politics, Advanced Placement

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, DFHS, IHS). 5 Elective

European History, Advanced Placement or World History: Modern, Advanced Placement

United States History and Constitution, Advanced Placement

Economics and Personal Finance, Honors or Macroeconomics, Advanced Placement or Microeconomics, Advanced Placement (DFHS) and United States Government, Honors or United States Government and Politics, Advanced Placement

Current Issues (CHS, DFHS).5 Social Studies
European History, Advanced Placement
Environmental Studies .5 Social Studies
Human Geography, Advanced Placement
Introduction to Sociology (IHS)
Law Related Education/ Street Law (CHS, DFHS, IHS). 5 Social Studies
Sociology .5 Social Studies
Advanced Placement History Seminar, Honors (CHS, DFHS,)
African American History (DFHS, IHS). 5 Elective
History through Media (CHS). 5 Elective
Sports History (CHS, DFHS, IHS). 5 Elective
Twentieth Century History (CHS, DFHS) .5 Elective

Advanced Placement History Seminar, Honors (CHS, DFHS,)
African American History (DFHS, IHS). 5 Elective
Criminal Justice 1 (CHS, DFHS) .5 Elective
History through Media (CHS) .5 Elective
Seminar in AP US History, Honors (SHHS)
Sports History (CHS, DFHS, IHS) .5 Elective
Twentieth Century History (CHS, DFHS) .5 Elective

Psychology, Advanced Placement (CHS, DFHS, SHHS)
Psychology
Sociology .5 Social Studies
World History: Modern, Advanced Placement

Advanced Placement History Seminar, Honors (CHS, DFHS,)
African American History (DFHS, IHS). 5 Elective
Criminal Justice 1 (CHS, DFHS) .5 Elective
History through Media (CHS) .5 Elective
Seminar in AP US History, Honors (SHHS)
Sports History (CHS, DFHS, IHS) .5 Elective
Twentieth Century History (CHS, DFHS) .5 Elective

Psychology
Psychology 101 (CHS, IHS)
Sociology .5 Social Studies
World History: Modern, Advanced Placement

Advanced Placement History Seminar, Honors (CHS, DFHS,)
African American History (DFHS, IHS). 5 Elective
Criminal Justice 1 (CHS, DFHS) .5 Elective
History through Media (CHS) .5 Elective
Seminar in AP US History, Honors (SHHS)
Sports History (CHS, DFHS, IHS) .5 Elective
Twentieth Century History (CHS, DFHS) .5 Elective
The Social Studies courses offered by School District 5 are based on the South Carolina Social Studies College- and Career-Ready 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.

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.

End-of-Course Examination Program (EOCEP)
United States History and the Constitution is based on the South Carolina Social Studies College- and Career-Ready 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 course grade in the course for the student. All students will be given a copy of the state standards for United States History and the Constitution at the first of the school year.

HUMAN GEOGRAPHY, COLLEGE PREPARATORY
330700CW (CHS, DFHS, IHS, SHHS)
Grade: 9 Semesters: 2 Credit: 1 Social Studies
Human Geography meets the South Carolina Social Studies standards. The course is a study of Earth’s human geography, and major topics included in the course are population and migration, geography, economic geography, cultural geography, political geography, and urban geography. Throughout the course students will use the skills of geographers.

HUMAN GEOGRAPHY, HONORS
330700HW (CHS, DFHS, IHS, SHHS)
Grade: 9 Semesters: 2 Credit: 1 Social Studies
Human Geography Honors meets the South Carolina Social Studies standards as well as the state criteria for honors courses. Throughout the course, students will use the skills of geographers. 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 human geography. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving.

MODERN WORLD HISTORY, COLLEGE PREPARATORY
336000CW (CHS, DFHS, IHS, SHHS)
Grade: 10 Semesters: 2 Credit: 1 Social Studies
Modern World History meets the South Carolina Social Studies standards and is a study of the history of the Modern World from 1300 to the present. Students will learn about the emergence of the Modern World, global affairs and interactions, the rise of new governments and competition in the global community, the emergence of new world powers, and the world from World War II to present day. Throughout the course, students will use historical thinking skills which will help develop them into citizens with a global perspective.

MODERN WORLD HISTORY, HONORS
336000HW (CHS, DFHS, IHS, SHHS)
Grade: 10 Semesters: 2 Credit: 1 Social Studies
Modern World History Honors meets the South Carolina Social Studies standards as well as the state criteria for honors courses. The course is a study of the history of the Modern World from 1300 to the present. Students will learn about the emergence of the Modern World, global affairs and interactions, the rise of new governments and competition in the global community, the emergence of new world powers, and the world from World War II to present day. Throughout the course, students will use historical thinking skills which will help develop them into citizens with a global perspective. 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 also be promoted. Using a variety of materials students will deepen their understanding of historical, political, social, and economic concepts. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication.

UNITED STATES HISTORY AND THE CONSTITUTION, COLLEGE PREPARATORY
332000CW (CHS, DFHS, IHS, SHHS)
Grade: 11 Semesters: 2 Credit: 1 US History
United States History and the Constitution meets the South Carolina Social Studies standards and focuses on the social, political, economic, and cultural history of the United States from colonization to the present. Students will use historical thinking skills in order to develop the decision-making skills needed for responsible citizenship. 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.

UNITED STATES HISTORY AND THE CONSTITUTION, HONORS
332000HW (CHS, DFHS, IHS, SHHS)
Grade: 11 Semesters: 2 Credit: 1 US History
United States History and the Constitution Honors meets the South Carolina Social Studies standards as well as the state criteria for honors courses. The course focuses on the social, political, economic, and cultural history of the United States from colonization to the present. Students will use historical thinking skills 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 by having an emphasis on the interrelationship of history, geography, government, and economics. 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. 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.

UNITED STATES GOVERNMENT, COLLEGE PREPARATORY
3330ADCH (CHS, DFHS, IHS, SHHS)
Grade: 12 Semesters: 1 Credit: .5 Government
United States Government meets the South Carolina Social Studies standards and focuses on the foundations of democracy, the structure of government, the political process, and citizenship. Throughout the course, students will apply political science thinking skills. The goal of the course is to provide students with the skills to develop informed and responsible citizens who can contribute to our country. Per the James B. Edwards Civics Initiative Law, all students are required to take a Civics test at the end of their Government course.

UNITED STATES GOVERNMENT, HONORS
3330HNHH (CHS, DFHS, IHS, SHHS)
Grade: 12 Semesters: 1 Credit: .5 Government
United States Government Honors meets the South Carolina Social Studies standards as well as criteria for honors courses. The course focuses on the foundations of democracy, the structure of government, the political process, and citizenship. Throughout the course, students will apply political science thinking skills. The goal of the course is to provide students with the skills to develop informed and responsible citizens who can contribute to our country. 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. Per the James B. Edwards Civics Initiative Law, all students are required to take a Civics test at the end of their Government course.

ECONOMICS AND PERSONAL FINANCE, COLLEGE PREPARATORY
330800CH (CHS, DFHS, IHS, SHHS)
Grade: 12 Semesters: 1 Credit: .5 Economics
Economics and Personal Finance meets the South Carolina Social Studies standards and includes a focus on economic concepts, financial literacy, microeconomics, and macroeconomics. There will be an emphasis on personal finance where students will learn to make informed financial decisions. Throughout the course, students will use the skills of an economist, and they will learn how to thrive financially in the 21st century and participate in society as active citizens.

ECONOMICS AND PERSONAL FINANCE, HONORS
330800HH (CHS, DFHS, IHS, SHHS)
Grade: 12 Semesters: 1 Credit: .5 Economics
Economics and Personal Finance Honors meets the South Carolina Social Studies standards as well as the state criteria for honors courses. The course includes a focus on economic concepts, financial literacy, microeconomics, and macroeconomics. There will be an emphasis on personal finance where students will learn to make informed financial decisions. Throughout the course, students will use the skills of an economist, and they will learn how to thrive financially in the 21st century and participate in society as active citizens. 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.

AFRICAN AMERICAN HISTORY
3399AHCH (DFHS, IHS)
Grades: 9-12 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.

CURRENT ISSUES
3337CICH (CHS, DFHS)
Grades: 9-12 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
3399C1CH (CHS, DFHS)
Grades: 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.

ENVIRONMENTAL STUDIES
334900CH (CHS, DFHS, IHS, SHHS)
Grades: 10-12 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
333600CH (CHS, DFHS, IHS)
Grades: 9-12 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
334000CW (CHS, DFHS, IHS, SHHS)
Grades: 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.

SOCIOLOGY
334500CH (CHS, DFHS, IHS, SHHS)
Grades: 9-12 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
339932CH (CHS, DFHS, IHS)
Grades: 9-12  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 339920CH (CHS, DFHS)
Grades: 10-12  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.

HISTORY THROUGH MEDIA
339900CH (CHS)
Grades: 10-12  Semesters: 1  Credit: .5 Elective
This course is designed to develop media literacy and cultural competency for major events in history through the use of analysis of films, plays, documentaries, and music. The History Through Media curriculum offers students a unique way to view history through the Hollywood, Broadway, and literacy lens. Through film, play, and documentary analysis, students will gain a new insight into the historical events that occurred from the American Revolution through recent US History. The course will demand composition work, honing student writing and revision skills as they write reaction and analysis papers to media viewed in class. In addition to learning the historical accounts, students will explore character development, conflict, theme, symbolism, foreshadowing, and geographical/social/cultural settings. Students will also engage in media literacy and competency through an examination of evidence, lateral reading, and evaluation of sources.

WORLD LANGUAGE

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 courses 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.

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
461100CW (IHS)
Grade: 9, 10, 11, 12  Semesters: 2  Credit: 1
This course is designed as an introduction to the Chinese language and culture. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.

CHINESE 2
461200CW (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of "70" or better in Chinese 1 is strongly recommended in order to do well in Chinese 2.

CHINESE 3
461300CW (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of "70" or better in Chinese 2 is strongly recommended in order to do well in Chinese 3.

CHINESE 3, HONORS
461300HW (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.
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<th>Course</th>
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<td>361100CW</td>
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<td>Prerequisite: Successful completion of French 1 and teacher recommendation</td>
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<td>This course is designed to build on and reinforce French 1. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in French 1 is strongly recommended in order to do well in French 2.</td>
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<td>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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.</td>
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<td><strong>FRENCH 4, HONORS</strong></td>
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<td>Prerequisite: French 3 and teacher recommendation</td>
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<td>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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in French 3 is strongly recommended in order to do well in French 4.</td>
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<td><strong>GERMAN 1</strong></td>
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<td>362100CW</td>
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<td>This course is designed as an introduction to the German language and culture. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.</td>
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<td>This course is designed to build on and reinforce German 1. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in German 1 is strongly recommended in order to do well in German 2.</td>
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<td><strong>GERMAN 3</strong></td>
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<td>Prerequisite: German 2 and teacher recommendation</td>
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<td>This course is designed to build on and reinforce German 1 and 2. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in German 2 is strongly recommended in order to do well in German 3.</td>
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GERMAN 3, HONORS
3623HNHW  (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.

GERMAN 4, HONORS
3624HNHW  (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in German 3 is strongly recommended in order to do well in German 4.

GERMAN 5, HONORS
3625HNHW  (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in German 4 is strongly recommended in order to do well in German 5.

SPANISH 1
365100CW  (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.

SPANISH 2
365200CW  (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in Spanish 1 is strongly recommended in order to do well in Spanish 2.

SPANISH 3
365300CW  (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. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in Spanish 2 is strongly recommended in order to do well in Spanish 3.

SPANISH 4, HONORS
3654HNHW  (CHS, DFHS, IHS, SHHS)
Grade: 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 on and reinforces Spanish 1, 2 and 3. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in Spanish 3 is strongly recommended in order to do well in Spanish 4.

SPANISH 5, HONORS
3655HNHW  (CHS, DFHS, IHS, SHHS)
Grade: 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, 3 and 4. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts. A grade of “70” or better in Spanish 3 is strongly recommended in order to do well in Spanish 4.

LATIN 1
363100CW  (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
One semester of this course emphasizes personal fitness and wellness including skills tests, fitness tests, and written tests. This course meets the lead an active lifestyle. Students are assessed using a variety of methods along with components of lifetime movement forms that help students can lead physically active, healthy lifestyles. Through fitness and sports understanding, and positive attitudes about physical activity so that they related physical fitness, physical skill competence, cognitive

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 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)

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, 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. A grade of “70” or better in Latin 1 is strongly recommended in order to do well in Latin 2.

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 363300CW (DFHS) Grade: 11, 12 Semesters: 2 Credit: 1 Prerequisite: 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. A grade of “70” or better in Latin 3 is strongly recommended in order to do well in Latin 4.

LATIN 4, HONORS 3634HNHW (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.

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 1 classes.

PHYSICAL EDUCATION 1 3441 (CHS, DFHS, IHS, SHHS) Grade: 9-12 Semesters: 2 Credit: 1

PHYSICAL EDUCATION 2 3442 (CHS, DFHS, IHS, SHHS) Grade: 10-12 Semesters: 1 or 2 Credit:.5 or 1 Prerequisite: Physical Education 1 or JROTC 1

- 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)

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
3443 (CHS, DFHS, IHS, SHHS)
Grade: 10-12    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
3444 (CHS, DFHS, IHS, SHHS)
Grade: 10-12    Semesters: 1 or 2 Credit: .5 or 1
Prerequisite: Physical Education 3
This fourth year of physical education is designed to help students continue to build on their understanding of the importance of life-long physical activity. Students will be expected to physically demonstrate improvement in skills and proficiency. Additionally, students will be able to demonstrate increased knowledge of strategies and techniques necessary to successfully participate in this physical education course. This is an elective course and does NOT meet the graduation requirement for physical education.

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
3499BICW (SHHS)
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
340300CW (CHS, SHHS)
Grade: 9-12    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
3499PTCW (SHHS)
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
3401RTCW (SHHS)
Grade: 10-12    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
3499SECW (SHHS)
Grade: 10-12    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.

SOCIOLOGY OF SPORT
3499SSCH (SHHS)
Grade: 9-12    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.
This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. This is an elective course and does NOT meet the graduation requirement for physical education.

WEIGHT TRAINING 1
3499W1CH or 3499W1CW (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
3499W2CH or 3499W2CW (CHS, DFHS, IHS, SHHS)
Grade: 9-12 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
3499W3CH or 3499W3CW (CHS, DFHS, IHS, SHHS)
Grade: 9-12 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
3499W4CH or 3499W4CW (CHS, DFHS, IHS, SHHS)
Grade: 9-12 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.

NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS (CHS)
NAVY JUNIOR RESERVE OFFICER TRAINING CORPS (NJROTC) 1, 2, 3, 4
375100CW, 375200CW, 375300CW, 375400CW
Grade: 9-12 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
3752DRCW, 3753DRCW, 3754DRCW
Grade: 10-12 Semesters: 2 to 6 Credit: 1 to 3
Prerequisite: NJROTC 1 and approval of DirectorNJROTC
Navy Drum 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
3751DBCW, 3752DBCW, 3753DBCW, 3754DBCW
Grade: 9-12 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
3751AFCW (DFHS, IHS)
Grade: 9-12 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 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 2 (DFHS, IHS) 3752AFCW
Grade: 10-12 Semesters: 2 Credit: 1
Prerequisite: AS/AFJROTC-1 and/or approval of Director, AFJROTC

AEROSPACE SCIENCE 3 (DFHS, IHS) 3753AFCW
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: AS/AFJROTC-2 and/or approval of Director, AFJROTC

AEROSPACE SCIENCE 4 (DFHS, IHS) 3754AFCW
Grade: 12 Semesters: 2 Credit: 1
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 ensures no student gets duplicate instruction in any three-year timeframe. AS course 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
3752ADCW, 3753ADCW, 3754ADCW (DFHS, IHS)
Grade: 10-12 Semesters: 2 to 6 Credit: 1 to 3
Prerequisite: AS1, prior drill team experience, and approval of Director AFJROTC

Aerospace Science-DF (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
3753AFHW, 3754AFHW (CHS, DFHS, IHS)
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
3754HPHW (DFHS, IHS)
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 an 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
3754HGW (IHS)
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.

Non-Studio:
Art History (CHS, DFHS, IHS)

Visual Arts Foundations:
Visual Arts Foundations (CHS, DFHS, IHS, SHHS)

Two-Dimensional Course Offerings:
(See Course Descriptions for Prerequisite Information)
Digital Arts (CHS, DFHS, IHS)
Graphic Design and Advertisement (DFHS, IHS)
Monoprint Mania (SHHS)
Photography 1 (CHS, DFHS, IHS, SHHS)
Photography 2 (CHS, DFHS, IHS, SHHS)
The Art of Interior Design 1 (CHS)
The Art of Interior Design 2 (CHS)
Drawing (CHS, DFHS, IHS, SHHS)
Painting (CHS, DFHS, IHS, SHHS)
Studio Concentrations, Two-Dimensional Design (CHS, DFHS, IHS, SHHS)

Three-Dimensional Course Offerings:
(See Course Descriptions for Prerequisite Information)
Art: Altered Abstract and Extraordinary (SHHS)
Ceramics (IHS)
Contemporary Design 1 (CHS, IHS)
Contemporary Design 2 (CHS, IHS)
Landscape Architecture / Garden Design (IHS)
Public Art (IHS)
Stained Glass 1 (CHS, IHS)
Stained Glass 2 (IHS)
Three-Dimensional Design 1 (CHS, DFHS, IHS, SHHS)
Three-Dimensional Design 2 (CHS, DFHS, IHS, SHHS)
Studio Concentrations, Three-Dimensional Design (CHS, DFHS, IHS, SHHS)

Advanced Placement:
(See Course Description for Prerequisite Information)
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)
Advanced Placement Art History (IHS)

International Baccalaureate:
(See Course Description for Prerequisite Information)
IB Visual Arts SL Seminar (Honors Weight) (IHS)
IB Visual Arts A SL (IHS)
IB Visual Arts HL 1 (IHS)
IB Visual Arts HL 2 (IHS)

Dual Enrollment:
Arts 102 (IHS through USC Lancaster)

NON-STUDIO VISUAL ART COURSES

ART HISTORY
358800CH (CHS, DFHS, IHS)
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
3501D1CH (CHS, DFHS, IHS, SHHS)
Grade: 9-12 Semesters: 1 Credit: .5 Elective

Visual Arts Foundations is an introductory course in which students study the design elements and principles which form the basis for developing
compositions 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>School(s)</th>
<th>Grade</th>
<th>Semesters</th>
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<tr>
<td>455000CH</td>
<td>CHS, DFHS, IHS</td>
<td>10-12</td>
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<td>Elective</td>
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**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 Suits 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

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<thead>
<tr>
<th>Course Code</th>
<th>School(s)</th>
<th>Grade</th>
<th>Semesters</th>
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<tr>
<td>455600CH</td>
<td>DFHS, IHS</td>
<td>10-12</td>
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<td>Elective</td>
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**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

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<thead>
<tr>
<th>Course Code</th>
<th>School(s)</th>
<th>Grade</th>
<th>Semesters</th>
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<tr>
<td>457100CH</td>
<td>SHHS</td>
<td>9-12</td>
<td>1</td>
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<td>Elective</td>
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**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

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<tr>
<th>Course Code</th>
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<tr>
<td>456603CH</td>
<td>CHS, DFHS, IHS, SHHS</td>
<td>9-12</td>
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<td>.5</td>
<td>Elective</td>
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**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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>School(s)</th>
<th>Grade</th>
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<tr>
<td>456704CH</td>
<td>CHS, DFHS, IHS, SHHS</td>
<td>10-12</td>
<td>1</td>
<td>.5</td>
<td>Elective</td>
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**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

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<th>Course Code</th>
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<tr>
<td>359907CH</td>
<td>CHS</td>
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**Grade:** 10-12  
**Seminesters:** 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 commercial 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

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<th>Course Code</th>
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<td>CHS</td>
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**Grade:** 10-12  
**Seminesters:** 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

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<tr>
<td>352100CH</td>
<td>CHS, DFHS, IHS, SHHS</td>
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**Grade:** 9-12  
**Seminesters:** 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 technical skills.

### PAINTING

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<th>Course Code</th>
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<tr>
<td>352500CH</td>
<td>CHS, DFHS, IHS, SHHS</td>
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**Grade:** 10-12  
**Seminesters:** 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

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<td>359908CH</td>
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**Grade:** 11, 12  
**Seminesters:** 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
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.

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 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.

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.

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.

This course introduces 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 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.

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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
350624CH (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 1 Credit: .5 Elective
Prerequisite: Visual Arts Foundations and Three-Dimensional Design 1
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 350701CH (CHS, DFHS, IHS, SHHS)
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 three-dimensional design topics:
- Ceramics (IHS) 456330HH
- Contemporary Design (CHS, IHS) 359934HH
- Landscape Architecture/Garden Design (IHS) 359936HH
- Stained Glass (IHS) 457832HH
- 3-Dimensional Design (CHS, DFHS, IHS, SHHS) 350729CH

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
4501DNCH (CHS, DFHS, IHS, SHHS)
Grade: 9-12 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
4501DNCH (CHS, IHS, DFHS, SHHS)
Grade: 9-12 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
450300CW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Dance 2, Teacher Recommendation, and Audition Required
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
450400CW (CHS, IHS, DFHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Dance 3, Teacher Recommendation, and Audition Required
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 355500CW (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 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 3555000HW (CHS, DFHS, SHHS)
Grade: 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Audition Required
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 450500CW (IHS)
Grade: 9-12 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
4599D1CW, 4599D2CW, 4599D3CW, 4599D4CW (DFHS)
Grade: 9-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Audition Required
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 are required.

IRMO GUARD AND DANCE 1, 2, 3, 4
4599G1CW, 4599G2CW, 4599G3CW, 4599G4CW (IHS)
Grade: 9-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Audition Required
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 are required.

SPRING HILL DANCE COMPANY (SHDC)
4599N1CW, 4599N2CW, 4599N3CW, 4599N4CW (SHHS)
Grade: 9-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Audition Required
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 are required.

THEATRE 1 - INTRODUCTION TO PERFORMANCE 452100CH (CHS, DFHS, IHS, SHHS)
Grade: 9-12 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 452200CW (CHS, DFHS, IHS, SHHS)
Grade: 9-12 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. Evening performances may be required.

THEATRE 3 – ADVANCED ACTING 452300CW (CHS, DFHS, IHS, SHHS)
Grade: 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 452400CW (CHS, DFHS, IHS, SHHS)
Grade: 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Theatre 3 or Teacher Recommendation
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
4599T5HW (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
4599AWCH (IHS)
Grade: 10-12 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 or online chats with current film and television actors, agents, directors.

TECHNICAL THEATRE ARTS
452500CW (IHS)
Grade: 9-12 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.

MUSIC THEORY and MUSIC APPRECIATION
MUSIC THEORY 1
4599MTCW (CHS, DFHS, IHS)
Grade: 10-12 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.

CHORUS
CHORUS 1
3541CHCW (CHS, DFHS, IHS)
Grade: 9-12 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
3542CHCW (CHS, DFHS, IHS)
Grade: 9-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Chorus 1
This class is for the second-year student in this ensemble.

SINGERS 1
3599S1CW (CHS, DFHS, IHS)
Grade: 9-12 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
3599S2CW (CHS, DFHS, IHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Singers 1
This is for the second-year student in the Singers ensemble.

SINGERS 3
3599S3CW (CHS, DFHS, IHS)
Grade: 11, 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Singers 2
This is for the third-year student in the Singers ensemble.

SINGERS 4
3599S4CW (CHS, DFHS, IHS)
Grade: 12 Semesters: 2 Credit: 1 Elective
Prerequisite: Singers 3
This is for the fourth-year student in the Singers ensemble.

CONCERT CHOIR 1
3599C1CW (CHS, DFHS, IHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Concert Choir 1; Audition Required
This class is for the second year Concert Choir student.

CONCERT CHOIR 2
3599C2CW (CHS, DFHS, IHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Concert Choir 1; Audition Required
This class is for the second year Concert Choir student.

CONCERT CHOIR 3
3599C3CW (CHS, DFHS, IHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Concert Choir 2
This class is for the third year Concert Choir student.

HONORS CHAMBER CHOIR 1
3599CHHW (CHS, DFHS, IHS)
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, sectionals, 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
35994HHW (CHS, DFHS, IHS)
Grade: 11, 12  Semesters: 2  Credit: 1 Elective
Prerequisite: Honors Chamber Choir 1; Audition Required
This class is for the second year Honor’s Chamber student. Students will further extend their repertoire into more challenging and complex works.

SHOWCHOIR 1
35993SCW (CHS, DFHS, IHS)
Grade: 10-12  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
35993SHW (CHS, DFHS, IHS)
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, sectionals, 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
35994SCW (CHS, DFHS, IHS)
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
35994SHW (CHS, DFHS, IHS)
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.

SONGWRIITING
357000CH (IHS)
Grade: 10-12  Semesters: 1  Credit: .5 Elective
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.
**WORLD PERCUSSION - STEEL DRUM ENSEMBLE**  
357900CW (IHS)  
Grade: 9-12  
Seminesters: 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**  
357800CW (IHS)  
Grade: 9-12  
Seminesters: 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**  
4599F1CH, 4599F2CH, 4599F3CH, 4599F4CH (CHS, DFHS, IHS)  
Grade: 9-12  
Seminesters: 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.

**BAND WITH PHYSICAL EDUCATION**  
450835CW (CHS, DFHS, IHS)  
Grade: 9-12  
Seminesters: 2  
Credit: 1 PE  
BAND WITH PHYSICAL EDUCATION is a course that is uniquely designed to incorporate both music education and physical education standards for high school students (primarily freshmen) who participate in the marching 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 several performances during the year and in regional and state band competitions. After-school rehearsals for concerts should be expected. Students are required to participate as members of the marching band, attending band camp during the summer as well as after-school practices and performances. Students are required to show proficiency in both the music and physical education standards through competency in activity-specific movement skills such as marching and dance, yoga, music notation, strength training, rhythm, calisthenics, dynamics, musical and physical flexibility, articulation, cardiovascular fitness, performance, muscular endurance, and body composition. Additionally, students learn about health awareness and nutrition to promote an active, healthy lifestyle.

**CONCERT BAND 2**  
3532BCW (CHS, DFHS, IHS)  
Grade: 10, 11  
Seminesters: 2  
Credit: 1 Elective  
Prerequisite: Band 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.

**SYMPHONIC BAND 2**  
3532BCW (CHS, DFHS, IHS)  
Grade: 11, 12  
Seminesters: 2  
Credit: 1 Elective  
Prerequisite: Band 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.

**SYMPHONIC WINDS 2**  
3532SWCW (CHS, DFHS, IHS)  
Grade: 10, 11  
Seminesters: 2  
Credit: 1 Elective  
Prerequisite: Band 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.

**SYMPHONIC WINDS 3**  
3532SWCW (CHS, DFHS, IHS)  
Grade: 11, 12  
Seminesters: 2  
Credit: 1 Elective  
Prerequisite: Band 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.

**SYMPHONIC WINDS 4**  
3534SWCW (CHS, DFHS, IHS)  
Grade: 12  
Seminesters: 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 are required. Members are expected to rehearse and perform as members of the marching band.

**SYMPHONIC BAND 3**  
3533BCW (CHS, DFHS, IHS)  
Grade: 10, 11  
Seminesters: 2  
Credit: 1 Elective  
Prerequisite: Band 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.

**SYMPHONIC BAND 4**  
3534BCW (CHS, DFHS, IHS)  
Grade: 12  
Seminesters: 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.

**SYMPHONIC WINDS 3**  
3533SWCW (CHS, DFHS, IHS)  
Grade: 11  
Seminesters: 2  
Credit: 1 Elective  
Prerequisite: Audition Required  
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.
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
4531JW CW, 4532JZ CW, 4533JZ CW, 4534JZ CW
(CHS, DFHS, IHS)
Grade: 9-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Teacher Recommendation; Audition Required
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 band, 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
3531CWCW, 3532CWCW, 3533CWCW, 3534CWCW
(CHS, DFHS, IHS)
Grade: 9-12 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
3531PACW, 3532PACW, 3533PACW, 3534PACW
(CHS, DFHS, IHS)
Grade: 9-12 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
3550OCW (IHS)
Grade: 9-12 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.

FRESHMEN ORCHESTRA 1
3551FOCW (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.

ADVANCED ORCHESTRA 2, 3, 4
3552AO CW, 3553AO CW, 3554AO CW
(CHS, DFHS, IHS)
Grade: 10-12 Semesters: 2 Credit: 1 Elective
Prerequisite: Orchestra 1 and/or Teacher Recommendation
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.

ORCHESTRA MASTER CLASS 1, 2, 3, 4
459901CW, 459902CW, 459903CW, 459904CW
(CHS, DFHS, IHS)
Grade: 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 selected by the Orchestra Director. 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 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.

HONORS ORCHESTRA MASTER CLASS 3, 4
459903HW, 459904HW (CHS, DFHS, IHS)
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.

**AGRICULTURE, FOOD AND NATURAL RESOURCES**

**INTRODUCTION TO HORTICULTURE**

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<th>Course Code</th>
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<td>565000CW</td>
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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-VIDEO TECHNOLOGY & COMMUNICATIONS**

**MEDIA TECHNOLOGY 1**

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<td>612400CW</td>
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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**

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<td>612500CW</td>
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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 the 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**

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<td>612600CW</td>
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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**

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<td>612700CW</td>
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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**

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<th>Course Code</th>
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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.
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 1
580000CW (DFHS, IHS)
Grade: 9-12  Semesters: 2  Credit: 1
Child Development 1 focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child’s development from conception through childhood are explored. Opportunities for service and project-based learning are incorporated throughout the course. Integration of the Family and Consumer Sciences student organizations, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

CHILD DEVELOPMENT 2
580100CW (DFHS, IHS)
Grade: 9-12  Semesters: 2  Credit: 1
Child Development 2 is a specialized course that provides students with knowledge and skills related to children’s growth and development. Students are equipped to develop positive relationships with children and effective care giving skills. Emphasis is on promoting the well-being and health development of children and strengthening families in a diverse society. Opportunities to investigate careers related to the care and education of children are provided. Observations, job shadowing, and service learning experiences are encouraged. This course builds on the skills and information introduced in Child Development 1. Skills acquired in Child Development 1 and 2 provide a foundation for further studies and employability in Childcare and Early Childhood Education. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, and communications. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

EARLY CHILDHOOD EDUCATION 1
570000CW (DFHS, IHS)
Grade: 10, 11  Semesters: 2  Credit: 1
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
570100CW (DFHS, IHS)
Grade: 11, 12  Semesters: 2  Credit: 1
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.
FINANCE

ACCOUNTING 1
500100CW  (CHS, DFHS, IHS, SHHS)
Grade: 10-12  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 for the highly technical interaction between accounting and business, 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
500500CW  (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
527300CW  (CHS, DFHS, IHS, SHHS)
Grade: 10-12  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
555000CW  (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
555100CW  (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 understand 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
555200CW  (CHS, DFHS, IHS, SHHS)
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
556000CW  (CHS, DFHS, IHS, SHHS)
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 HIPAA 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 SC DHHS. 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**

5540MTCW (CHS, DFHS, SHHS)
Grade: 10-12  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.

**PHARMACOLOGY MEDICAL CAREERS**

557000CW (IHS)
Grade: 12  Semesters: 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 MedicalCareers/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**

5555SMCW (CHS, DFHS, IHS, SHHS)
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**

5556SMCW (CHS, DFHS, IHS, SHHS)
Grade: 10-12  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**

5591SMCW (CHS, DFHS, IHS)
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**

615000CD  Grade: 11  Semesters: 1  Credit: 2
**This program is open to all District Five students. The program is located at Irmo High School.**
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. When successfully completed, Cosmetology 1, 2, 3, and 4 equals nine months of private training valued at approximately $16,000 or more. These courses meet every day for half a day each semester.

*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.
COSMETOLOGY 2  
615100CD  Grade: 11  Semesters: 1  Credit: 2  
**This program is open to all District Five students. The program is located at Irmo High School.**  
Prerequisite: Cosmetology 1 with grade of 75 or higher and a minimum of 250 clock hours. Courses taken sequentially.  
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. When successfully completed, Cosmetology 1, 2, 3, and 4 equals nine months of private training valued at approximately $16,000 or more. These courses meet every day for half a day each semester.  
*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.  

COSMETOLOGY 3  
615200CD  Grade: 12  Semesters: 1  Credit: 2  
**This program is open to all District Five students. The program is located at Irmo High School.**  
Prerequisite: Cosmetology 2 with grade of 75 or higher and a minimum of 500 clock hours. Courses taken sequentially.  
Fee: $275.00, includes State Board Exam fee, 1 mannequin, practical workbook, 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. When successfully completed, Cosmetology 1, 2, 3, and 4 equals nine months of private training valued at approximately $16,000 or more. These courses meet every day for half a day each semester.  
*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.  

COSMETOLOGY 4  
615300CD  Grade: 12  Semesters: 1  Credit: 2  
**This program is open to all District Five students. The program is located at Irmo High School.**  
Prerequisite: Cosmetology 3 with grade of 75 or higher and a minimum of 750 clock hours. Courses taken sequentially.  
Students continue an in-depth study of hairstyling, haircutting, chemical services, skin and nails. Cosmetology 4 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, 2, 3, and 4 equals nine months of private training valued at approximately $16,000 or more. These courses meet every day for half a day each semester.  

FOODS AND NUTRITION  
582400CW  (IHS)  
Grade: 9-12  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  
582500CW  (IHS)  
Grade: 9-12  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  
575900CW  (DFHS, IHS)  
Grade: 10-12  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  
576000CW  (DFHS, IHS)  
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  
505000CW  (CHS, DFHS, IHS, SHHS)  
Grade: 9-12  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  
5051MTCW  (CHS, DFHS, IHS, SHHS)  
Grade: 10-12  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.  

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COMPUTER PROGRAMMING 2 HONORS
5051MTHW (DFHS)
Grade: 10-12 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)
637200HW (CHS, DFHS)
Grade: 9-12 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. 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.

COMPUTER SCIENCE PRINCIPLES (PLTW)
637700CW (CHS, DFHS)
Grade: 10-12 Semesters: 2 Credit: 1
Prerequisite: Computer Science Essentials
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.

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.

CYBER SECURITY (PLTW)
637800HW (CHS, DFHS)
Grade: 10-12 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.

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.
**GAME DESIGN AND DEVELOPMENT**

535200CW (SHHS)
Grade: 11, 12 Semesters: 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**

MARKETING 542100CW (CHS, DFHS, IHS, SHHS)
Grade: 10-12 Semesters: 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.

**SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS**

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

605100CW (CHS, DFHS, SHHS)
Grade: 9, 10 Semesters: 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.

PRINCIPLES OF ENGINEERING (PLTW)

605000CW (CHS, DFHS, SHHS)
Grade: 10, 11 Semesters: 2 Credit: 1

Prerequisite: Introduction to Engineering Design 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 (PLTW)

605800CW (CHS, DFHS)
Grade: 10-12 Semesters: 1 Credit: 1

Prerequisite: Introduction to Engineering Design, Principles of Engineering with grade of 70 or higher

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 (PLTW)
605200CW (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 of electronics. 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 of 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)
6052HNHW (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 computer or electrical engineering. Students will learn to design digital circuitry prior to the actual construction of circuits and devices. 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, HONORS (PLTW)
6052HNHW (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 computer or electrical engineering. Students will learn to design digital circuitry prior to the actual construction of circuits and devices. 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)
605400CW (CHS, DFHS)
Grade: 11, 12 Semesters: 2 Credit: 1
Prerequisite: Introduction to Engineering Design, Principles of Engineering and one additional PLTW course or concurrent enrollment in 3rd level with grade of 70 or higher
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. 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.
AUTO COLLISION TECHNOLOGY & DESIGN 1 602000CD
**This program is open to all District Five students. The program is located at Irmo High School.**
Grade: 10, 11    Semesters: 2    Credit: 2
Prerequisite: Algebra 1, English 1
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.

AUTO COLLISION TECHNOLOGY & DESIGN 2 602100CD
**This program is open to all District Five students. The program is located at Irmo High School.**
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.

AUTO COLLISION TECHNOLOGY & DESIGN 3 6790CYCD
**This program is open to all District Five students. The program is located at Irmo High School.**
WORK-BASED EXPERIENCE (CO-OP)
Grade: 12    Semesters: 2    Credit: 2
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.
For all dual credit courses, dual credit requirements must be met at the time the course is taken.

*For second-year courses in which the demand exceeds the available seats, placement in the second-year course will be determined based on rank order of the final grade in the first-year course.

**AGRICULTURAL & BIOSYSTEMS SCIENCE**

**AGRICULTURAL & BIOSYSTEMS SCIENCE**

569100CW 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**

569100HW 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.

**BIOSYSTEMS MECHANICS & ENGINEERING**

**BIOSYSTEMS MECHANICS & ENGINEERING, HONORS**

569200HW 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**

569300CW 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 accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. 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**

569300HW 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 accelerate, extend, and deepen the learning opportunities for students exhibiting superior ability. 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 II**

569400CW 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**  
569400IHW Grade: 11, 12 Semesters: 1 Credit: 1  
Prerequisite: Biosystems Technology I with grade of 70 or higher  
This course is designed to accelerate, extend, and deepen the learning rigor, complexity, challenges, and creativity beyond the CP level course. 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.

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.

**AUTOMOTIVE SERVICE AND MAINTENANCE TECHNOLOGY**

**AUTOMOTIVE TECHNOLOGY 1**  
603000CD Grade: 10, 11 Semesters: 2 Credit: 2  
Prerequisite: Algebra 1, English 1  
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**  
603100CD 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)**  
6790TYCD 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.

**BIOMEDICAL SCIENCES & NANOTECHNOLOGY**

**PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW)**  
558000CD Grade: 10, 11  
Prerequisite: Biology 1 or concurrent enrollment, Algebra 1, English 1  
This course introduces 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 (PLTW)**  
558000HW Grade: 10, 11  
Prerequisite: Biology 1 or concurrent enrollment, Algebra 1, English 1  
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.
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.

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HUMAN BODY SYSTEMS, HONORS (PLTW)  
558100HW 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.

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MEDICAL INTERVENTIONS & RESEARCH (PLTW)  
558200HW 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.

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MEDICAL INTERVENTIONS & RESEARCH, HONORS (PLTW)  
558200HW Grade: 11, 12 Semesters: 2 Credit: 1  
Prerequisite: Principles of Biomedical Science & Human Body Systems with grade of 80 or higher

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MEDICAL INTERVENTIONS & RESEARCH, HONORS (PLTW)  
558200HW 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.

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**BIOMEDICAL INNOVATION™ & RESEARCH (PLTW)**

558300CW  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 office, 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 their own transportation.

558300HW  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 office, 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 their own transportation.

**BUILDING CONSTRUCTION DESIGN & INTEGRATED TECHNOLOGY**

**BUILDING CONSTRUCTION 1**

606000CD  Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite: Completion of or concurrent enrollment in Geometry
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**

606100CD  Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite: Building Construction 1 with grade of 70 or higher
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 scaled structures built on campus. The project 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.

**CLEAN ENERGY TECHNOLOGY**

**CLEAN ENERGY SYSTEMS**

6380CTCW  Grade: 9, 10, 11  Semesters: 1  Credit: 1
Prerequisite: Completion of or concurrent enrollment in Algebra 1 and in English 1
This introductory course exposes students to some of 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.

6380CTHW  Grade: 9, 10, 11  Semesters: 1  Credit: 1
Prerequisite: Completion of or concurrent enrollment in Algebra 1 and 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.

**CLEAN ENERGY APPLICATIONS**

6381CTCW  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 Clean 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.

6381CTHW  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. 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 STRATEGIES
638200CW 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
6382CHW 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. 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 INNOVATIONS
638300CW 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
6383CHW 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.

CULINARY ARTS
CULINARY ARTS 1: PROSTART
5720C1CD Grade: 10, 11 Semesters: 2 Credit: 2 Prerequisite: Algebra 1, English 1 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 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 Career Safe (Culinary Certification). This certificate enables students to be more employable and earn more hourly earnings. Closed-toed, closed-heel shoes and culinary uniform are required.

CULINARY ARTS 2: PROSTART
5721C2CD 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. Students will have the opportunity to be trained in ServSafe (manager’s level) and receive a certificate from the National Restaurant Association. Final certification includes securing employment at one or more food service locations in the local community. Closed-toed, closed-heel shoes and culinary uniform are required.

CYBER SECURITY TECHNOLOGY
COMPUTER REPAIR AND SERVICE
5320CTCW Grade: 10-12 Semester: 1 Credit: 1 Prerequisite: Algebra 1, English 1 The Computer Repair and Service course prepares students to perform tasks related to computer repair. Students receive instruction in the installation, operation, maintenance, and repair of computer-based technology. Instruction may also include mobile devices, peripheral devices, networking, and laptops. Laboratory activities provide instruction in installation, configuration, troubleshooting, component replacement, operating systems, and upgrades in accordance with industry certification standards.

ADVANCED COMPUTER REPAIR AND SERVICE
5321CTCW Grade: 10-12 Semester: 1 Credit: 1 Prerequisite: Computer Repair and Service The Advanced Computer Repair and Service course is a continuation of the Computer Repair and Service course. It prepares students to perform advanced, detailed tasks related to computer repair. Students receive instruction in operating systems, security, mobile devices, and troubleshooting. Laboratory activities provide instruction in installation, configuration, operation, maintenance, security, troubleshooting, and repair of industry-standard operating systems in accordance with industry certification standards.
NETWORKING 1 (CISCO)
531000CW Grade: 10, 11 Semesters: 1 Credit: 1
Prerequisite: Algebra 1, English 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 prepares students to pass the Cisco Certified Networking Associate (CCNA) certification exam.

ADVANCED CYBER SECURITY
537200CW Grade: 11, 12 Semesters: 1 Credit: 1
Prerequisite: Networking 2 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
537200HW 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.

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.

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.

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+ certification exam. 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.

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.
DIGITAL ART AND DESIGN

DIGITAL ART AND DESIGN 1
612000CD Grade: 10-12 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
612100CD 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.

ELECTRICAL DESIGN & INTEGRATED SYSTEMS

ELECTRICITY 1
628700CD Grade: 9-11 Semesters: 2 Credit: 2
Prerequisite: Algebra 1, English 1

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
628800CD Grade: 11, 12 Semesters: 2 Credit: 2
Prerequisite: Electricity 1 with grade of 70 or higher

Electricity 2 is a continuation of concepts and skills learned in Electricity 1. Students will be exposed to residential and commercial construction and its impact on electrical wiring. This 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 3
628900CD Grade: 11, 12 Semesters: 2 Credit: 2
Prerequisite: Electricity 2 with grade of 70 or higher

Electricity 3 is a comprehensive course providing an advanced study of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. Emphasis is placed on complete residential and commercial electrical service, AC and DC circuitry, safety, and the National Electrical Code. Estimating job costs may be included.

ENGINEERING DESIGN & TECHNOLOGY

INTRODUCTION TO ENGINEERING DESIGN (PLTW)
6051CTCW Grade: 10, 11 Semesters: 1 Credit: 1
Prerequisite: Algebra 1, English 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. 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 (PLTW)
6050CTCW Grade: 10, 11 Semesters: 1 Credit: 1
Prerequisite: Introduction to Engineering Design with grade of 70 or higher

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 (PLTW)
6050CTHW Grade: 10, 11 Semesters: 1 Credit: 1
Prerequisite: Introduction to Engineering Design with grade of 70 or higher

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.
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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.

AEROSPACE ENGINEERING (PLTW)
605600CW 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. 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)
605600HW 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.

CIVIL ENGINEERING AND ARCHITECTURE (PLTW)
6058CTHW 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 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)
6058CTHW 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 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.

ENGINEERING DESIGN AND DEVELOPMENT (PLTW) 6054CTCW 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) 6054CTHW 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.

ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT

AGRICULTURAL & BIOSYSTEMS SCIENCE 569100CW 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 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 569100HW 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 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.

MACHINE TECHNOLOGY 1 623100CD Grade: 11, 12 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 TECHNOLOGY 2 623100CD 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.

BIOSYSTEMS MECHANICS & ENGINEERING 569200CW 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.
Multiple purpose uses such as game preserves and recreation; for converting into a variety of consumer goods; harvesting timber or established forest; selecting, grading and marketing forest raw materials affecting forest growth; cruising timber; planting trees; managing an

activities; planning and implementing a relevant school-to-work participatory 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, HONORS**

564200CW 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 assessing 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 pulpwod; 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**

564200HW 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 assessing 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 pulpwod; 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.

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, HONORS**

566300CW 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**

566300HW 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.
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.

**FIRE FIGHTER**

**FIRE FIGHTER 1**

651400CD  Grade: 10, 11  Semesters: 2  Credit: 2
Prerequisite: Algebra 1, English 1  MUST BE 16 YEARS OF AGE BY NOVEMBER 1 OF YEAR OF ENROLLMENT
MUST COMPLETE THE SCFA MEDICAL EXAM PRIOR TO NOVEMBER 1 OF YEAR OF ENROLLMENT

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 1 (FF1) certificate will be issued.

**FIRE FIGHTER 2**

651500CD  Grade: 11, 12  Semesters: 2  Credit: 2
Prerequisite: Fire Fighter 1 with grade of 70 or higher and Fire Fighter 1 certification (FF1)
MUST COMPLETE THE SCFA MEDICAL EXAM PRIOR TO NOVEMBER 1 OF YEAR OF ENROLLMENT

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.

**MECHATRONICS SYSTEMS TECHNOLOGY**

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**

621000CD  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**

621100CW  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**

621200CW  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.

**MEDIA TECHNOLOGY & VISUAL ARTS**

**MEDIA TECHNOLOGY 1**

6124CTCW  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, HONORS**

6124CTHW  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.
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
6125CTCW 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 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. When possible, students may take field trips and have guest speakers from the media industry.

MEDIA TECHNOLOGY 2, HONORS
6125CTHW Grade: 10, 11 Semesters: 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
6126CTCW 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. 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.

MEDIA TECHNOLOGY 4
6127CTCW Grade: 11, 12 Semesters: 1 Credit: 1
Prerequisite: Media Technology 3 with grade of 70 or higher
The Media Technology 4 course at the Center for Advanced Technical Studies 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
6127CTHW Grade: 11, 12 Semesters: 1 Credit: 1
Prerequisite: Media Technology 3 with a grade of 85 or higher
The Media Technology 4 course at the Center for Advanced Technical Studies 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 a short digital film (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. Students may also have the opportunity to earn industry certifications in media production and post-production by sitting for credential examinations. 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 WORK-BASED EXPERIENCE
5290MYCD Grade: 12 Semesters: 2 Credit: 2
Prerequisite: Media Technology 4 with grade of 70 or higher
The Media Technology Work Based Learning course at the Center for Advanced Technical Studies offers a select group of Media Technology Completers the opportunity to work in the Media Technology Program at the Center for Advanced Technical Studies as well as connect with industry professionals through extended job shadows and possible
intership opportunities. The duties assigned to the interns vary and may involve media production for school, district, and community clients.

**VETERINARY SCIENCE & TECHNOLOGY**

**AGRICULTURAL & BIOSYSTEMS SCIENCE**
569100CW  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**
569100HW  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.

**ANIMAL SCIENCE**
560300CW  Grade: 10-12  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**
560300HW  Grade: 10-12  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
RESEARCH 1, HONORS
3299C1HW 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
3299C2HW 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.

CATS WBL INTERNSHIP
5490CYCD Grade: 12 Semesters: 2 Credit: 2
Prerequisites:
- Center Program Completer with recommendation
- 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
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 CATS WBL internship program is for the student to receive broad instruction in workplace expectations and master identified competencies related to a specific career field. CATS WBL internships may or may not include financial compensation and are scheduled 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.
DIGITAL PUBLICATION DESIGN (CHS)
317600CW Grade: 11,12  Semesters: 2  Credit: 1 Elective
Digital Publication 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.

EXPLORING THE E'S (SHHS)
6099EECW 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)
33999FCH/33999SCH
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.

IMAGE EDITING (CHS)
534000CW Grade: 10,11,12  Semesters: 2  Credit:1 Elective
Image Editing is designed to provide students with the knowledge and skills needed to utilize digital imaging software in editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as basic computer operations, file sharing across networks, digital scanning, digital photography, and preparing documents for output to various types of media.

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: 9-12  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: 10-12  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)
373100AW 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.

RESEARCH 1, HONORS (CHS)
3299CIHW Grade: 12  Semesters: 1  Credit: 1
Prerequisites: Research AP
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.

SENIOR INTERNSHIP PROGRAM (CHS, DFHS, SHHS)
5490IFCH/5490ISCH
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
sustained practice in composing expository and analytical essays. The course includes instruction in strategies for critically analyzing academic and public issues.

**ENGLISH**

**ENGLISH 101: Critical Reading and Composition (IHS)**

301500EW  
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)**

301600EW  
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.

**SOCIAL STUDIES**

**CRIMINAL JUSTICE 101 (DFHS, IHS)**

652000EW  
Grade: 12  
Semesters: 2  
Credit: 1 Elective

Prerequisite: B average OR 110 PSAT, 1100 SAT or 24 ACT

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

**DUAL ENROLLMENT**

Various Dual Enrollment courses are offered at each school for students who are academically ready to pursue college coursework while still in high school. Through dual enrollment courses, students will take college courses held on their campus. Dual Enrollment courses count for both high school graduation credit and college credit. Courses are offered through various state colleges and universities including the University of South Carolina, Lancaster and Midlands Technical College. The South Carolina Department of Education provides dual enrollment courses with one point above base points on the Uniform Grading Scale.

Eligible Students: All student body officers and class officers. 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.

**STUDENT GOVERNMENT/LEADERSHIP 1**

(CHS, DFHS, IHS, SHHS) 3799L1CW  
Grade: 9-12  
Semesters: 2  
Credit: 1 Elective

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. The learning goals of Student Government/Leadership students are to understand various roles of the staff, learn how the council functions throughout the school, and understand specific job expectations. This course provides the training and time to be successful in leadership. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. 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.

**STUDENT GOVERNMENT/LEADERSHIP 2**

(CHS, DFHS, IHS, SHHS) 3799L2CW  
Grade: 9-12  
Semesters: 2  
Credit: 1 Elective

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. 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.

**STUDENT GOVERNMENT/LEADERSHIP 3**

(CHS, DFHS, IHS, SHHS) 3799L3CW  
Grade: 9-12  
Semesters: 2  
Credit: 1 Elective

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. 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.

**STUDENT GOVERNMENT/LEADERSHIP 4**

(CHS, DFHS, IHS, SHHS) 3799L4CW  
Grade: 9-12  
Semesters: 2  
Credit: 1 Elective

This course is designed to develop leadership skills that can be utilized both personally and externally in the school community. Emphasis will be placed on building school culture through developing school pride and community service activities. The synergy that results from this class helps to create cohesive student leadership and build capacity in students.

Eligible Students: All student body officers and class officers. 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.
careers in law, law enforcement, corrections, social work, and more. The University of South Carolina, Lancaster 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, Lancaster 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.

**PSYCHOLOGY 101 (CHS, IHS) 3399P1EW**
Grade: 12 Semeesters: 2 Credit: 1 Social Studies
Prerequisite: B average OR 110 PSAT, 1100 SAT, or 24 ACT
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, Lancaster 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, Lancaster 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.

**INTRODUCTION TO SOCIOLOGY (IHS) 301500EW**
Grade: 10 Semeesters: 2 Credit: 1 Social Studies
Introduction to Sociology is a dual credit college level course offered by Midland’s Technical College. The course emphasizes the fundamental concepts and principles of sociology, including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions.

**ARTS 102 (IHS) 352000EW**
Grade: 11, 12 Semeesters: 2 Credit: 1 Elective
Prerequisite: Visual Arts Foundations or 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.

**MUS 105: MUSIC APPRECIATION (IHS) 356500EW**
Grade: 11, 12 Semeesters: 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.

**THE 101: INTRODUCTION TO THEATRE (IHS) 452700EW**
Grade: 11, 12 Semeesters: 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; arts and innovators of theater 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.

**TEACHER CADET PROGRAM**
373500EW (CHS, DFHS, IHS, SIHS)
Grade: 12 Semeesters: 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 SC 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 many facets of education through class discussion, observation, and participation in public school classrooms.

**EDU 241: LEARNERS AND DIVERSITY (IHS) 681400EW**
Grade: 11, 12 Semeesters: 2 Credit: 1 Elective
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.

**EDU 230: SCHOOLS IN COMMUNITIES (IHS) 681300EW**
Grade: 11, 12 Semeesters: 2 Credit: 1 Elective
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 university.

**AHS 102: MEDICAL TERMINOLOGY (IHS) 554100EW**
Grade: 10-12 Semeesters: 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 successful secure employment or pursue
Post-secondary education in healthcare. Upon successful completion of the course, students may earn dual credit from Midlands Technical College.

**TECNOLOGY**

CPT 170 MICROCOMPUTER APPLICATIONS (IHS)  502600EW
Grade:10  Semesters: 2  Credit:1  Computer Science
Microcomputer Applications is a dual credit college level course offered by Midlands Technical College. This course introduces microcomputer applications software, including word processing, databases, spreadsheets, graphs, and their integration.
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.

**ENGLISH**

**LANGUAGE AND COMPOSITION**

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<th>Semesters</th>
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<tr>
<td>3071APAW</td>
<td>(CHS, DFHS, IHS, SHHS)</td>
<td>11, 12</td>
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**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.

**LITERATURE AND COMPOSITION**

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<td>3070APAW</td>
<td>(CHS, DFHS, IHS, SHHS)</td>
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**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.

**MATHEMATICS**

**STATISTICS**

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<td>4171APAW</td>
<td>(CHS, DFHS, IHS, SHHS)</td>
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**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. There are four themes evident in the content, skills, and assessment in the course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. 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.

**CALCULUS AB:**

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<td>4170ABAW</td>
<td>(CHS, DFHS, IHS, SHHS)</td>
<td>11, 12</td>
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**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:**

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<td>4172BCAW</td>
<td>(CHS, DFHS, IHS, SHHS)</td>
<td>11, 12</td>
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**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.
BIOLOGY:  Credit: 1.0 AP 3272APAW
BIOLOGY LAB: 1.0 Honors 3289APHW

Prerequisite: 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).

CHEMISTRY: Credit: 1.0 AP 3273APAW
CHEMISTRY LAB: 1.0 Honors 3289APHW

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 3277APAW (CHS, DFHS, SHHS)

Grade: 10-12 Semesters: 2 Credit: 1

Prerequisite: Biology 1 College Preparatory and Chemistry 1 College Preparatory (may be concurrent)

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.

PHYSICS 1 3282APAW (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 3283APAW (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 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-C 3275APAW (CHS, DFHS, IHS, SHHS)

Grade: 11, 12 Semesters: 2 Credit: 1

Prerequisite: Physics 1 Honors or AP Physics 1 & 2, concurrent enrollment in Calculus, and teacher recommendation.

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.

HUMAN GEOGRAPHY 3379APAW (CHS, DFHS, IHS, SHHS)

Grade: 9-12 Semesters: 2 Credit: 1 Social Studies

Advanced Placement Human Geography is a rigorous course designed to prepare students for the 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 STEM 3379STAW (DFHS)

Grade: 9 Semesters: 2 Credit: 1 Social Studies

Advanced Placement Human Geography is a rigorous course designed to prepare students for the 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.
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.

**WORLD HISTORY: MODERN**
3377APAW  (CHS, DFHS, IHS, SHHS)
Grade: 10-12  Semesters: 2  Credit: 1 Social Studies
Advanced Placement World History: Modern is a rigorous course that will require students to do extensive reading and writing in preparation for the AP World History: Modern examination, administered through the College Board in May. This course is a study of World History from 1200 CE through the present day and requires students to make thematic connections between regions and time periods utilizing historical thinking and reasoning skills. Students who choose to accept the challenge of this course should have a teacher recommendation, and students should have been very successful in Social Studies in the ninth grade.

**EUROPEAN HISTORY**
3376APAW  (CHS, DFHS, IHS, SHHS)
Grade: 10-12  Semesters: 2  Credit: 1 Social Studies
Advanced Placement European History is a rigorous course designed to prepare students for the 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.

**UNITED STATES HISTORY**
3372APAW  (CHS, DFHS, IHS, SHHS)
Grade: 11  Semesters: 2  Credit: 1 US History
Advanced Placement United States History is a rigorous course designed to prepare students for the 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.

**SEMINAR IN AP U.S. HISTORY, HONORS**
3320USHW  (SHHS)
Grade: 11  Semesters: 2  Credit: 1 Elective
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.

**ADVANCED PLACEMENT HISTORY SEMINAR**
336900HW  (CHS, DFHS)
Grade: 10-12  Semesters: 2  Credit: 1 Elective
Prerequisite: Concurrent enrollment in an AP History class
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.

**MACROECONOMICS**
3374APAH  (CHS, DFHS, IHS, SHHS)
Grade: 12  Semesters: 1  Credit: .5 Economics
Advanced Placement Macroeconomics is a rigorous course designed to prepare students for the AP Macroeconomics examination administered through the College Board in May. Success on this exam may qualify the student for college credit. The course 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 this course 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.

**MICROECONOMICS**
3375APAH  (DFHS)
Grade: 12  Semesters: 1  Credit: .5 Economics
Advanced Placement Microeconomics is a rigorous course designed to prepare students for the AP Microeconomics examination administered through the College Board. Success on this exam may qualify the student for college credit. The course 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 this course 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.
UNIVERSITY GOVERNMENT AND POLITICS

3373APAH (CHS, DFHS, IHS, SHHS)
Grade: 12  Semesters: 1  Credit: .5  Government
Advanced Placement United States Government and Politics is a rigorous course designed to prepare students for the AP United States Government and Politics examination administered through the College Board in May. Success on this exam may qualify the student for college credit. The course 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. 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 Advanced Placement United States History is recommended.

PSYCHOLOGY

4371APAW (CHS, DFHS, SHHS)
Grade: 11, 12  Semesters: 2  Credit: 1  Social Studies
Advanced Placement Psychology is a rigorous course designed to prepare students for the 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 psychologist 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.

WORLD LANGUAGES

FRENCH ADVANCED PLACEMENT LANGUAGE

367100AW (CHS, DFHS, 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 ADVANCED PLACEMENT LANGUAGE

3673APAW (DFHS)
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. German 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.

SPANISH ADVANCED PLACEMENT LANGUAGE

3675A5AW (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.

COMPUTER EDUCATION

COMPUTER SCIENCE A, ADVANCED PLACEMENT

4771APAW (CHS, DFHS, IHS)
Grade: 10-12  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

477500AW (CHS, DFHS, SHHS)
Grade: 10-12  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.
ADVANCED PLACEMENT

DRAWING 357200AW (CHS, DFHS, IHS, SHHS)

ADVANCED PLACEMENT TWO-DIMENSIONAL DESIGN 357400AW (CHS, DFHS, IHS, SHHS)
ADVANCED PLACEMENT THREE-DIMENSIONAL DESIGN 357500AW (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 357100AW (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.

ADVANCED PLACEMENT MUSIC THEORY 3576APA (CHS, DFHS, IHS)

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.

ADVANCED PLACEMENT RESEARCH 373100AW (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 exhibition of product where applicable) and a presentation with an oral defense.

ADVANCED PLACEMENT SEMINAR 373000AW (CHS, DFHS, SHHS)

Grade: 11-12 Semesters: 2 Credits: 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 literacy 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.
The aims of the literature course are to enable students to: (1) engage with the aesthetic function of literary language and textuality, and the relationship between literature and the world. IB internal and external assessments include in-depth written and oral assignments over a two-year period.

**IB ENGLISH A1 HL-1**

301B001W  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Successful completion of English 1, 2, and/or 3; 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. Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. IB internal and external assessments include in-depth written and oral assignments over a two-year period.

**IB ENGLISH A1 HL-2**

301C001W  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Successful completion of IB English A1 HL-1; teacher recommendation  
Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. IB internal and external assessments include in-depth written and oral assignments over a two-year period.

The aims of the literature course are to enable students to: (1) engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures; (2) develop skills in listening, speaking, reading, writing, viewing, and presenting and performing; (3) develop skills in interpretation, analysis, and evaluation; (4) develop sensitivity to the forms and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up a multitude of meanings; (5) develop an understanding of relationships between texts and a variety of perspectives, culture contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings; (6) develop an understanding of the relationships between studies in language and literature and other disciplines; (7) communicate and collaborate in a confident and creative way; (8) foster a lifelong interest in and enjoyment of language and literature.

**ENGLISH**

**IB ENGLISH A1 HL-1**

301B001W  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Successful completion of English 1, 2, and/or 3; 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. Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. IB internal and external assessments include in-depth written and oral assignments over a two-year period.

**IB ENGLISH A1 HL-2**

301C001W  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Successful completion of IB English A1 HL-1; teacher recommendation  
Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. IB internal and external assessments include in-depth written and oral assignments over a two-year period.

The aims of the literature course are to enable students to: (1) engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures; (2) develop skills in listening, speaking, reading, writing, viewing, and presenting and performing; (3) develop skills in interpretation, analysis, and evaluation; (4) develop sensitivity to the forms and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up a multitude of meanings; (5) develop an understanding of relationships between texts and a variety of perspectives, culture contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings; (6) develop an understanding of the relationships between studies in language and literature and other disciplines; (7) communicate and collaborate in a confident and creative way; (8) foster a lifelong interest in and enjoyment of language and literature.

**MATHEMATICS**

**IB MATHEMATICS – ANALYSIS AND APPROACHES SEMINAR**

312G001HW  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Algebra 2 or teacher recommendation  
This is the first year of a two-year sequence. IB Math Analysis and Approaches Seminar is an advanced mathematics course intended for juniors who are intending to go into mathematically intensive college programs. The course covers topics in Calculus, Statistics and Probability, Functions, Geometry and Trigonometry, and Number and Algebra.

**IB MATHEMATICS-ANALYSIS AND APPROACHES SL**

312H001W  Grade: 12  Semesters: 2  Credit: 1  
**Prerequisite:** Successful completion of Pre-Calculus or IB Mathematics Analysis and Approaches Seminar. This course is the second course of a two-year sequence. IB Math Analysis and Approaches SL is the continuation of an advanced mathematics course for Seniors who are intending to go into mathematically intensive college programs. The course covers topics in Calculus, Statistics and Probability, Functions, Geometry and Trigonometry, and Number and Algebra. IB Mathematics SL prepares students for the IB Internal and External assessments for Math, with an emphasis on developing mathematical arguments, problem solving, and exploring real and abstract applications.

**IB MATHEMATICS-ANALYSIS AND APPROACHES HL-1**

312E001W  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Algebra 2 or teacher recommendation  
This is the first year in two-year sequence. 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.

**IB MATHEMATICS-ANALYSIS AND APPROACHES HL-2**

312F001W  Grade: 12  Semesters: 2  Credit: 1  
**Prerequisite:** IB Mathematics-Analysis and Approaches HL 1  
IB Math Analysis and Approaches HL is a two-year advanced mathematics course intended for Juniors who are intending to study mathematics or enter other mathematically intensive college programs. The course covers topics in Calculus, Statistics and Probability, Functions, Geometry and Trigonometry, and Number and Algebra. IB Mathematics HL prepares students for the IB Internal and External assessments for Math, with an emphasis on developing mathematical arguments, problem solving, and exploring real and abstract applications. The topics covered in the higher-level course are covered in more depth and for a longer period of time than in the SL course. Students in the higher-level course will also complete an additional external assessment during the IB examination session.

**IB MATHEMATICS-APPLICATION AND INTERPRETATIONS SEMINAR**

312C001HW  Grade: 11  Semesters: 2  Credit: 1  
**Prerequisite:** Algebra 2 or teacher recommendation  
This is the first year in a two-year sequence. 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.

**IB MATHEMATICS-APPLICATION AND INTERPRETATIONS SL**

312H001W  Grade: 12  Semesters: 2  Credit: 1  
**Prerequisite:** IB Mathematics-Applications and Interpretations Seminar  
This course is designed to meet the needs of students who seek more challenging math content but whose interest in mathematics is more practical than theoretical. It is intended 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. Students will gain the necessary skills to complete the IB
IB MATHEMATICS-APPLICATION AND INTERPRETATIONS HL 1
312A00IW Grade: 11 Semesters: 2 Credit: 1
Prerequisite: Algebra 2
This is the first course in a two-year sequence. 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.

IB MATHEMATICS – APPLICATION AND INTERPRETATIONS HL 2
312B00IW Grade: 12 Semesters: 2 Credit: 1
Prerequisite: IB Mathematics – Applications and Interpretations HL 1
This course is designed to meet the needs of students who seek more challenging math content but whose interest in mathematics is more practical than theoretical. It is intended 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. Students will gain the necessary skills to complete the IB Internal and External assessments, including the Math Exploration paper, an in-depth look into a mathematical subject of their choice. The course covers studying topics in Numbers and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. The topics covered in the higher-level course are covered in more depth and for a longer period of time than in the SL course. Students in the higher-level course will also complete an additional external assessment during the IB examination session.

IB BIOLOGY HL 1
332B001W Grade: 11 Semesters: 2 Credit: 1
Prerequisites: Successful completion of Honors Biology 1 and concurrent enrollment or successful completion of Honors Chemistry
IB Biology HL 1 is the first year of a two-year course that meets the requirements of both the IB Diploma Programme and the IB Career-Related Programme. In this course, students become aware of how scientists work and communicate with each other. While the scientific method may take a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Students will be provided with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings. Students are required to participate in the Group Four Project and will develop and conduct an independent investigation as a part of the Internal Assessment. Topics include cell biology, molecular biology, metabolism, cellular energetics, plant biology, genetics, evolution and biodiversity, human and animal physiology, and ecology.

IB BIOLOGY HL 2
332C001W Grade: 12 Semesters: 2 Credit: 1
Prerequisites: Successful completion of Biology HL 1
IB Biology HL 2 is the second year of a two-year course that meets the requirements of both the IB Diploma Programme and the Career-Related Programme. This course is a continuation of the HL1 course. In this course, students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Students will be provided with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings. Students are required to participate in the Group Four Project and will develop and conduct an independent investigation as a part of the Internal Assessment. Topics include cell biology, molecular biology, metabolism, cellular energetics, plant biology, genetics, evolution and biodiversity, human and animal physiology, and ecology.

IB CHEMISTRY SL
323A00IW Grade: 11-12 Semesters: 2 Credit: 1
Prerequisites: Biology and Honors Chemistry
The purpose of the course is to introduce 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 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.

IB CHEMISTRY HL 1
323B001W Grade: 11 Semesters: 2 Credit: 1
Prerequisites: Honors Biology and Honors Chemistry; teacher recommendation
The purpose of the course is to introduce 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 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.

IB CHEMISTRY HL 2
323C001W Grade: 12 Semesters: 2 Credit: 1
Prerequisites: Successful completion of Chemistry HL 1.
The purpose of the course is to introduce 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.

**IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL**

326A00IW  Grade: 11-12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of CP or Honors Biology and Chemistry (or concurrent)

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.

**IB PHYSICS SL**

324A00IW  Grade: 11-12  Semesters: 2  Credit: 1
Prerequisites: Honors or CP Biology, as well as a teacher recommendation.

This IB science 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.

**SOCIAL STUDIES**

**IB HISTORY OF THE AMERICAS HL**

336C00IW  Grade: 11  Semesters: 2  Credit: 1
Prerequisite: Successful completion of Human Geography AP and World History; teacher recommendation

This is the first year in the two-year IB History sequence. IB History of the Americas HL will be followed by IB US History HL. 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.

**IB US HISTORY HL**

336D001W  Grade: 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of History of the Americas HL; teacher recommendation

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.

**IB BUSINESS MANAGEMENT HL 1**

381B00IW  Grade: 11  Semesters: 2  Credit: 1
Prerequisite: No prior coursework is required

This is the first year in the two-year IB Business and Management course sequence. 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.

**IB BUSINESS MANAGEMENT HL 2**

381C001W  Grade: 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of Business and Management, HL 1

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.

**IB PHILOSOPHY HL 1**

338B001W  Grade: 11  Semesters: 2  Credit: 1
Prerequisite: No prior coursework is required

This is the first year in the two-year IB Philosophy course sequence. 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.

**IB PHILOSOPHY, HL 2**

338C001W  Grade: 12  Semesters: 2  Credit: 1
Prerequisite: Successful completion of Philosophy, HL 1

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.

### WORLD LANGUAGES

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**IB CHINESE B SL SEMINAR**

461J00HW Grade: 12 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.

**IB CHINESE B SL**

461G00IW 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.

**IB CHINESE AB INITIO SL SEMINAR**

463B00HW Grade: 11 Semesters: 2 Credit: 1

Prerequisites: Coordinator approval; enrollment in the IB Diploma Programme or IB Career-Related Programme

IB Chinese Ab Initio SL Seminar is the first of the two consecutive IB Chinese courses designed specifically for IB students. This course is open to juniors who plan to take the IB Chinese Ab Initio SL course as seniors and who will take the IB exam during their senior year. The course will focus on three themes while increasing language proficiency. Students will review the previous course and prepare for IB internal and external assessments, which will be submitted during the senior year.

**CHINESE AB INITIO SL**

461F00IW Grade: 12 Semesters: 2 Credit: 1

Prerequisite: IB Diploma Programme or IB Career-Related Programme Candidate; Successful Completion of IB Chinese Ab Initio SL Seminar

IB Chinese Ab Initio SL is year two of the two-year language program. The course continues to focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year. All students will sit for IB Paper 1 and IB Paper 2 at the conclusion of the course.

**IB FRENCH B SL SEMINAR**

361J00HW 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.

**IB FRENCH B SL**

361G00IW 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.

**IB FRENCH AB INITIO SL SEMINAR**

361J00HW Grade: 11 Semesters: 2 Credit: 1

Prerequisites: Coordinator approval; enrollment in the IB Diploma Programme or IB Career-Related Programme

IB French Ab Initio SL Seminar is the first of the two consecutive IB French courses designed specifically for IB students. This course is open to juniors who plan to take the IB French Ab Initio SL course as seniors and who will take the IB exam during their senior year. The course will focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year.

**IB FRENCH AB INITIO SL**

361F00IW Grade: 12 Semesters: 2 Credit: 1

Prerequisite: IB Diploma Programme or IB Career-Related Programme Candidate; Successful Completion of IB French Ab Initio SL Seminar

IB French Ab Initio SL is year two of the two-year language program. The course continues to focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year. All students will sit for IB Paper 1 and IB Paper 2 at the conclusion of the course.

**IB GERMAN B SL SEMINAR**

362J00HW 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. The course will focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year. All students will sit for IB Paper 1 and IB Paper 2 at the conclusion of the course.
IB GERMAN B SL
362G001W Grade: 12 Semesters: 2 Credit: 1 Prerequisite: Successful completion of IB German SL Seminar
IB GERMAN 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.

IB GERMAN AB INITIO SL SEMINAR
362K001W Grade: 11 Semesters: 2 Credit: 1 Prerequisites: Coordinator approval; enrollment in the IB Diploma Programme or IB Career-Related Programme
IB German Ab Initio SL Seminar is the first of the two consecutive IB German courses designed specifically for IB students. This course is open to juniors who plan to take the IB German Ab Initio SL course as seniors and who will take the IB exam during their senior year. The course will focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year.

IB GERMAN AB INITIO SL
362F001W Grade: 12 Semesters: 2 Credit: 1 Prerequisite: IB Diploma Programme or IB Career-Related Programme Candidate; Successful Completion of IB German Ab Initio SL Seminar
IB German Ab Initio SL is year two of the two-year language program. The course continues to focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year. All students will sit for IB Paper 1 and IB Paper 2 at the conclusion of the course.

IB SPANISH B SL SEMINAR
365J001W 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.

IB SPANISH B SL
365G001W 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.

IB SPANISH AB INITIO SL SEMINAR
365K001W Grade: 11 Semesters: 2 Credit: 1 Prerequisites: Coordinator approval; enrollment in the IB Diploma Programme or IB Career-Related Programme
IB Spanish Ab Initio SL Seminar is the first of the two consecutive IB Spanish courses designed specifically for IB students. This course is open to juniors who plan to take the IB Spanish Ab Initio 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.

IB CHINESE AB INITIO SL
365F001W Grade: 12 Semesters: 2 Credit: 1 Prerequisite: IB Diploma Programme or IB Career-Related Programme Candidate; Successful Completion of IB Spanish Ab Initio SL Seminar
IB Spanish Ab Initio SL is year two of the two-year language program. The course continues to focus on three themes while increasing language proficiency. Students will be prepared for IB internal and external assessments, which will be submitted during the senior year. All students will sit for IB Paper 1 and IB Paper 2 at the conclusion of the course.

VISUAL ARTS

VISUAL ARTS SL SEMINAR
351E001W 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 SL Seminar is the first in a two-course sequence of study. 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

IB VISUAL ARTS A SL
351A001W Grade: 11-12 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 SL is the second course in a two-course sequence of study. 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. 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.

IB VISUAL ARTS HL 1 351C00IW
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 351D00IW
Grade: 12  Semesters: 2  Credit: 1  Elective
Prerequisite: Successful completion of IB Visual Arts HL 1

IB DANCE SL SEMINAR 450C00IW
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 450A00IW
Grade: 12  Semesters: 2  Credits: 1
Prerequisites: Audition or Teacher Recommendation, and Completion of either Dance 3 or IB Dance SL Seminar

IB DANCE HL 1 450B00IW
Grade: 11  Semesters: 2  Credits: 1
Prerequisites: Audition or Teacher Recommendation; Successful completion of Dance 3

IB DANCE HL 2 450D00IW
Grade: 12  Semesters: 2  Credits: 1
Prerequisites: Audition or Teacher Recommendation; Successful completion of IB Dance HL 1

IB THEATRE SL SEMINAR 452D00HW
Grade: 11  Semesters: 2  Credit: 1
Prerequisites: Successful completion of Theatre 2 or 3; audition with teacher recommendation.
IB Theatre SL Seminar is the first year in a two-year course of study. 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 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.

IB THEATRE ARTS SL 452A00IW
Grade: 12  Semesters: 2  Credit: 1
Prerequisites: Successful completion of Theatre Seminar; audition with teacher recommendation.

IB Theatre SL is the second year in a two-year course of study. 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 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.

IB THEATRE ARTS HL 1 452B00IW
Grade: 11  Semesters: 2  Credit: 1
Prerequisites: Successful completion of Theatre 2 or 3; audition with teacher recommendation.

IB Theatre Arts HL 1 is the first in a two-year course of study. 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 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.

IB THEATRE ARTS HL 2 452C00IW
Grade: 12  Semesters: 2  Credit: 1
Prerequisites: Successful completion of Theatre HL 1

IB Theatre Arts HL 2 is the second in a two-year course of study. 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 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. 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 MUSIC SL SEMINAR WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA 356A00IW
Grade: 11  Semesters: 2  Credits: 1
Prerequisites: Successful audition into Honors level ensemble for the appropriate emphasized area (Chorus, Band or Orchestra) and teacher recommendation.

This will be a performance and ensemble class. The 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 356B00IW
Grade: 12  Semesters: 2  Credits: 1
Prerequisites: Successful audition for the appropriate emphasized area (Chorus, Band or Orchestra), completion of IB Music SL Seminar and teacher recommendation.

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. Students must be co-enrolled within appropriate ensemble.

IB MUSIC HL 1 WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA 356B00IW
Grade: 11  Semesters: 2  Credits: 1
Prerequisites: Successful audition for the appropriate emphasized area (Chorus, Band or Orchestra) and teacher recommendation.

This will be a performance ensemble class. 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.
IB MUSIC HL 2 WITH AN EMPHASIS IN CHORUS, BAND OR ORCHESTRA 356C00IW
Grade: 12  Semesters: 2  Credits: 1
Prerequisites: Successful completion of IB Music HL 1; students must be co-enrolled in the appropriate ensemble.
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. Students must be co-enrolled within appropriate ensemble.

IB THEORY OF KNOWLEDGE I 373A00IH
Grade: 11  Semesters: 1  Credit: .5
Prerequisite: No prior coursework is required
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.

IB THEORY OF KNOWLEDGE II 373B00IH
Grade: 12  Semesters: 1  Credit: .5
Prerequisite: Theory of Knowledge I

IB PERSONAL AND PROFESSIONAL SKILLS 373E00HH
Grade: 11, 12  Semesters: 1  Credit: .5
Prerequisite: Full IB Career-Related Programme Participation
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.

IB REFLECTIVE PROJECT 373F00HH
Grade 11, 12  Semesters: 1  Credit: .5
Prerequisite: Full IB Career-Related Programme Participation
This course is designed to draw together key elements of a student's wider schedule of study, specifically the career-related studies, community and service and approaches to learning. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

IB CREATIVITY, ACTIVITY, SERVICE 373D00HH
Grade: 12  Semesters: 1  Credit: .5
Prerequisite: Must be a Senior Diploma Candidate; Must be concurrent with Theory of Knowledge II
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.

IB EXTENDED ESSAY 373C00HH
Grade: 11  Semesters: 1  Credit: .5
Prerequisite: Must be a Junior Diploma Candidate; Must be concurrent with Theory of Knowledge I
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.
## School District of Lexington-Richland Counties

### CURRICULUM FRAMEWORK

#### 2020—2021

<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>Arts, Audio-Video Technology and Communication Cluster</strong></td>
<td><strong>Business Management and Administration Cluster</strong></td>
<td><strong>Agriculture, Food and Natural Resources Cluster</strong></td>
<td><strong>Government and Public Administration Cluster</strong></td>
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<td>Agricultural &amp; Biosystems Engineering Technology (The Center)</td>
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<td>Environmental &amp; Natural Resource Management (The Center)</td>
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<td>Operations Management</td>
<td>Veterinary Science &amp; Technology (The Center)</td>
<td>• Health Diagnosis &amp; Treatment</td>
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<td>Finance Cluster</td>
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<td>• Medical Science and Research</td>
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<td>Accounting</td>
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<td>• Physical Education</td>
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<td>• Building Construction Design &amp; Integrated Technology (The Center)</td>
<td>• PLTW Biomedical Sciences (The Center)</td>
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<td>• Electrical Design &amp; Integrated Systems (The Center)</td>
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<td>• Machine Technology &amp; Engineering Design (The Center)</td>
<td>• Cosmetology (IHS)</td>
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<td>• Cyber Security Technology (The Center)</td>
<td>• Mechatronics Systems Technology (The Center)</td>
<td>• Counseling, Mental Health, &amp; Social Services</td>
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<td><strong>Education and Training Cluster</strong></td>
<td>• Information Support &amp; Services (The Center)</td>
<td>• Welding Technology (The Center)</td>
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<td>• PLTW Computer Science</td>
<td><strong>Science, Technology, Engineering and Mathematics Cluster</strong></td>
<td><strong>Law, Public Safety, and Security Cluster</strong></td>
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<td>• Programming &amp; Software Development</td>
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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
AP World Language
Art History
Digital Multimedia
Drawing
Entrepreneurship
IB Language B SL
IB Visual Arts
Intro to Mass Media
Journalism
Performing Arts
Photography
Theatre
Theory of Knowledge
Visual Arts
World Language

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

GRADUATION REQUIREMENTS

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

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

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

4-YEAR DEGREE & HIGHER
Commercial Artist
Graphic Designer
Packaging Designer /
Production Manager
Publisher

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
### REQUIRED COURSES FOR MAJOR
(\textit{MINIMUM 4 CREDITS REQUIRED})

\textit{*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 Lit
- AP Government
- AP Macroeconomics
- AP Microeconomics
- AP Research
- AP Seminar
- AP US History
- AP World Language
- IB Language B SL
- Performing Arts
- Pre-Calculus
- Psychology 101
- Research
- Theory of Knowledge
- Visual Arts
- World Language

### 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.

### 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 DEGREE & HIGHER
- Attorney
- Computer Scientist
- Financial Manager / Planner
- Physician
MAJOR: INTERDISCIPLINARY STUDIES
International Baccalaureate (IHS)

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

Diploma Courses:
- Group 1 English
- Group 2 World Languages
- Group 3 Individuals & Societies
- Group 4 Science
- Group 5 Mathematics
- Group 6 Arts

Core Courses:
- Theory of Knowledge
- Extended Essay
- Personal & Professional Skills
- Reflective Project

COMPLEMENTARY COURSEWORK
- African American Literature
- AP European History
- AP Statistics
- AP World Language
- Classical Mythology
- Journalism
- Performing Arts
- Photography
- Psychology 101
- Public Speaking
- Senior Seminar in Education
- Sociology
- Speech & Debate
- Visual Arts
- World Language

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
- 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

GRADUATION REQUIREMENTS

SUBJECT Units Required
English/Language Arts 4.0
Including English A1, A2 HL 4.0
Mathematics 4.0
Including one SL 1.0 or one HL 2.0 3.0
Science 1.0
Including one SL 1.0 or one HL 2.0 1.0
U.S. History and Constitution 1.0
Including History of the Americas HL 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
WL or CTE 1.0
Electives 7.0
TOTAL 24.0

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

See IB section of the catalog for important information about IB diploma requirements.
MAJOR: JOURNALISM

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

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

COMPLEMENTARY COURSEWORK

AP English Language & Composition
AP World Language
Business Finance
Creative Writing
IB Language B SL
Marketing
Performing Arts
Psychology or Psychology 101 or AP Psychology
Public Speaking
Sociology
Speech and Debate
Theory of Knowledge
Visual Arts
World Geography
World History
World Language

LEARNING OPPORTUNITIES
(Options related to major)

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

Clusters:
Arts,
Audio-Video
Technology, &
Communication

GRADUATION REQUIREMENTS

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

HIGH SCHOOL DIPLOMA
Pre-Press Technician
Publisher Sales & Promotion
Layout Designer

2-YEAR ASSOCIATE DEGREE
News Writer
Technical Writer
Reporter proofreader

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

These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.
**MAJOR: LIBERAL ARTS**

### 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
- AP European History
- AP Human Geography **OR** AP World History
- AP Psychology or Psychology 101
- Art History
- Best Sellers
- Beyond the Best Sellers
- Classical Mythology
- Composition
- Creative Writing 1
- Creative Writing 2
- Criminal Justice 1, 101
- Environmental History HN
- Fundamentals of Film
- IB History of the Americas
- Introduction to Sociology
- Law Related Education
- Psychology
- Public Speaking
- Sociology
- Speech & Debate 1
- Speech & Debate 2
- WW II through Literature & Film
- World Geography OR World History

### COMPLEMENTARY COURSEWORK
- AP Research
- AP Seminar
- AP World Language
- Business Law
- Digital Multimedia
- Entrepreneurship
- Environmental Science
- IB Language B SL
- Journalism
- Media Tech
- Music Theory
- Performing Arts
- Science Fiction & Fantasy Literature
- Sports History
- Theatre
- Theory of Knowledge
- Visual Arts
- World Language

### 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>

**TOTAL** 24.0

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

**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

**Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)**
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
- 3D Design
- 3D Design AP
- AP Art History
- AP World Language
- Business Management SL
- Creative Writing
- Digital Multimedia
- Drawing AP
- Drawing Studio
- Entrepreneurship
- IB Language B SL or HL
- IB Visual Arts
- Introduction to Engineering Design
- Journalism
- Performing Arts
- Photography
- Public Speaking
- Theatre
- Theory of Knowledge
- Visual Arts
- World Language

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

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

**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
School of Fine Arts & Humanities

Cluster: Arts, Audio-Video Technology, & Communication

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
- AP Art History
- AP World Language
- Art History
- Business Finance
- Color Guard
- Entrepreneurship
- IB Language B SL
- Introduction to Theatre
- Music Theory 1
- Music Theory AP
- Public Speaking
- Teacher Cadet Program
- Theory of Knowledge
- Visual Arts
- World Language

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

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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

These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.
## School of Fine Arts & Humanities

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

### 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)

- 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 History and Appreciation
- 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
- AP World Language
- Building Construction
- Business Finance
- Civil Engineering and Architectural Engineering
- Entrepreneurship
- Fundamentals of Film
- IB Language B SL
- Journalism
- Marketing
- Media Tech
- Performing Arts
- Public Speaking
- Teacher Cadets
- Theory of Knowledge
- World Language

### Learning Opportunities

- Career Info Delivery System Exposition
- Career Mentoring
- Career Shadowing
- Cooperative Education
- Senior Internship

### Professional Opportunities Upon Graduation

- Painter
- Commercial Artist
- Photographer
- Interior Designer
- Floral designer
- Fashion Designer
- Craft Artist
- Cartoonist
- Art Educator
- Advertising designer

For additional college entrance requirements refer to college of your choice.
### MAJOR: WORLD LANGUAGE

#### REQUIRED COURSES FOR MAJOR (4 CREDITS REQUIRED)
- French 1, 2, 3, 3HN, 4 HN, 5 HN, AP, IB
- German 1, 2, 3, 3HN, 4 HN, 5 HN, AP, IB
- Latin 1, 2, 3, 3HN, 4 HN
- Spanish 1, 2, 3, 3HN, 4 HN, 5 HN, AP, IB
- Chinese 1, 2, 3, 3HN, 4 HN 5 HN, IB
- Any combination of 4 credits from the above

#### COMPLEMENTARY COURSEWORK
- AP Art History
- Art History
- Entrepreneurship
- European History AP
- IB Language B SL
- Performing Arts
- Second World Language
- Theory of Knowledge
- Visual Arts

#### 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**
    - Tour Guide and Escort
    - Teacher Armed Forces Language Specialist
    - Foreign Aid Worker
  - **2-YEAR ASSOCIATE DEGREE**
    - Travel Agent
    - Immigration & Customs Inspector
    - Intelligence Specialist
  - **4-YEAR DEGREE & HIGHER**
    - World Language
    - Interpreter / Translator
    - International Business Consultant

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*Image of the Eiffel Tower*
# School of Fine Arts & Humanities

## Cluster: Education & Training

### MAJOR: EARLY CHILDHOOD EDUCATION

#### REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Early Childhood Ed 1
- Early Childhood Ed 2
- Child Development 1
- Child Development 2
- Education & Training WBL Internship

#### COMPLEMENTARY COURSEWORK
- Accounting
- AP World Language
- Entrepreneurship
- Foods & Nutrition
- IB Language B SL
- Integrated Business Applications
- Media Tech
- Performing Arts
- Psychology
- Psychology 101
- Public Speaking
- Senior Seminar in Education
- Sociology
- Theatre
- Visual Arts
- World Language

#### 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
- 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
MAJOR: TEACHER TRAINING

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

Required Courses:
Teacher Cadet Program

Plus 3 credits from the following courses
Child Development 1
Child Development 2
Digital Multimedia
Introduction to Sociology
Psychology
Psychology 101 or Psychology AP
Public Speaking
Sociology

COMPLEMENTARY COURSEWORK

AP World Language
Business Finance
Creative Writing
Human Geography AP
IB Language B SL
IB Visual Arts
JROTC
Leadership
Media Tech
Performing Arts
Theatre 1
Theory of Knowledge
Visual Arts
World Geography
World History
World Language

LEARNING OPPORTUNITIES
(Options related to major)

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

Cluster: Education & Training

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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
## 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

- AP Computer Science Principles
- AP Research
- AP Seminar
- AP World Language
- Algebra 3
- Business Finance
- Creative Writing
- Digital Multimedia
- IB Business
- IB Language B SL
- IB Personal & Professional Skills
- Journalism
- Law Related Education
- Performing Arts
- Photography
- Psychology
- Public Speaking
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language

### LEARNING OPPORTUNITIES (Options related to major)

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

### Cluster: Business Management & Administration

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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
MAJOR: LEADERSHIP (SHHS)

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

COMPLEMENTARY COURSEWORK
Accounting
AP World Language
Business Finance
Business Law
Journalism
Marketing
Performing Arts
Photography
Visual Arts
World Language

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

Cluster: Business Management & Administration

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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
- AP Research
- AP Seminar
- AP World Language
- Business Finance
- Creative Writing
- Digital Multimedia
- IB Language B SL
- IB Personal & Professional Skills
- Journalism
- Law Related Education
- Marketing Management
- Performing Arts
- Photography
- Psychology
- Public Speaking
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language

LEARNING OPPORTUNITIES
(Options related to major)

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

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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

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

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

**Required Courses:**
- Accounting 1
- Accounting 2

**Plus 2 credits from the following courses:**
- Business Finance
- Entrepreneurship
- Integrated Business Applications 1
- Virtual Enterprise 1
- Virtual Enterprise 2

**COMPLEMENTARY COURSEWORK**
- Algebra 3
- AP Calculus AB
- AP Calculus BC
- AP Research
- AP Seminar
- AP Statistics
- AP World Language
- Business Law
- Calculus
- Discrete Math
- IB Business
- IB Language B SL
- IB Personal & Professional Skills
- Marketing
- Performing Arts
- Pre-Calculus
- Probability and Statistics
- Public Speaking
- Theory of Knowledge
- Visual Arts
- World Language

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

### Cluster: Finance

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

### 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

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

COMPLEMENTARY COURSEWORK
- AP Calculus AB
- AP Calculus BC
- AP Research
- AP Seminar
- AP Statistics
- AP World Language
- Calculus
- Discrete Math
- IB Business
- IB Language B SL
- IB Personal & Professional Skills
- Marketing
- Performing Arts
- Pre-Calculus
- Probability and Statistics
- Public Speaking
- Theory of Knowledge
- Visual Arts
- World Language

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

Cluster: Finance

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Professional Opportunities Upon Graduation

**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

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
AP World Language
Business Management SL
Entrepreneurship
Foods & Nutrition
French
IB Language B SL
Integrated Business Applications
Marketing
Media Technology
Performing Arts
Visual Arts Foundations
World Language

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

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

HIGH SCHOOL DIPLOMA
Food Service Cooks
Hostess / Server
Institution Cooks
Restaurant Cooks
Small Business Head Cooks

2-YEAR ASSOCIATE DEGREE
Caterer
Chef license (entry level)
Food & Beverage Services Manager
1st line Supervisor Food Worker

4-YEAR DEGREE & HIGHER
Chef
Dietician
Nutritionist
Restaurant Manager
Restaurant Owner

These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.
### School of Business Management & Information Systems

**Cluster:** Information Technology

**MAJOR: CYBER SECURITY TECHNOLOGY**
(The Center)

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

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

**Plus 2 credits from the following courses:**
- Advanced Cyber Security
- Advanced Computer Repair & Service
- Computer Programming 1
- Computer Programming 2
- Computer Repair & Service
- Cyber Security Fundamentals
- Discovering Computer Science
- Entrepreneurship
- Fundamentals of Computing

#### 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 CATS WBL

#### GRADUATION REQUIREMENTS

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

#### 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
MAJOR: INFORMATION SUPPORT & SERVICES
(The Center)

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

Required Courses:
- Computer Repair & Service
- Advanced Computer Repair & Service

Plus 2 credits from the following courses:
- Advanced Cyber Security
- Computer Programming 1
- Computer Programming 2
- Cyber Security Fundamentals
- Discovering Computer Science
- Entrepreneurship
- Fundamentals of Computing
- Game Design & Development
- Networking 1, 2

COMPLEMENTARY COURSEWORK

- Accounting
- Algebra 2
- AP Biology
- AP Computer Science Principles
- AP Research
- AP Seminar
- AP World Language
- Entrepreneurship
- IB Language B SL
- Integrated Business Applications
- Introduction to Engineering
- Marketing
- Microcomputer Applications
- Performing Arts
- Pre-Calculus
- Visual Arts
- Visual Arts Foundations
- World Language

LEARNING OPPORTUNITIES
(Options related to major)

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

GRADUATION REQUIREMENTS

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HIGH SCHOOL DIPLOMA + Training
- Computer Chip Technician
- Computer Operator
- Computer, AT, Office Machine Repairer

2-YEAR ASSOCIATE DEGREE
- Computer Support Specialist
- Computer Repair Technician
- PC Network Technician

4-YEAR DEGREE & HIGHER
- Computer Engineer
- Computer Network Architect
- Computer Programmer
**MAJOR: PLTW COMPUTER SCIENCE**

**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
- AP Computer Science Principles
- AP Research
- AP Seminar
- AP World Language
- Business Finance
- Entrepreneurship
- Game Design & Development
- Google Applications
- IB Language B SL
- Marketing
- Performing Arts
- Public Speaking
- Theory of Knowledge
- Visual Arts
- World Language

**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 + Training**
- Computer Chip Technician
- Computer Operator
- Computer, ATM, Office Machine Repairer

**2-YEAR ASSOCIATE DEGREE**
- Web Developer
- Computer Support Specialist
- Computer Game Tester

**4-YEAR DEGREE & HIGHER**
- Computer Programmer
- Computer Network Architect
- Computer Systems Analyst
- Software Developer
### MAJOR: PROGRAMMING & SOFTWARE DEVELOPMENT

**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
- Discovering Computer Science
- Entrepreneurship
- Fundamentals of Computing
- Game Design & Development

**Complementary Coursework**
- AP Computer Science
- AP Computer Science Principles
- AP Research
- AP Seminar
- AP World Language
- Business Finance
- Digital Multimedia
- IB Business
- IB Language B SL
- Microcomputer Applications
- Performing Arts
- Pre-Calculus
- Public Speaking
- Visual Arts
- World Language

### Graduation Requirements

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**TOTAL** 24.0

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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**
- PC Support Specialist
- Engineer 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
- Gaming Programmer
- Software Applications Architect
- Operating Systems Engineer
**MAJOR: MARKETING MANAGEMENT**

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

**Required Courses:**
- Marketing
- Marketing Management

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

**COMPLEMENTARY COURSEWORK**
- AP Research
- AP Seminar
- AP World Language
- Business Finance
- Creative Writing
- Digital Multimedia
- IB Business
- IB Language B SL
- IB Personal & Professional Skills
- Journalism
- Media Technology
- Performing Arts
- Psychology or Psychology 101
- Public Speaking
- Speech and Debate
- Theory of Knowledge
- Visual Arts
- World Geography
- World Language

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

**Cluster: Marketing, Sales, & Service**

**GRADUATION REQUIREMENTS**

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

**HIGH SCHOOL DIPLOMA**
- Bank Teller
- Customer Service Representative
- Sales Associate

**2-YEAR ASSOCIATE DEGREE**
- Assistant Store Manager
- Customer Service Supervisor
- Office Manager
- Officer General Manager

**4-YEAR DEGREE & HIGHER**
- Educator
- Entrepreneur
- Chief Executive
- 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
- Agriculture & Biosystems WBL
- Algebra 2
- AP Biology
- AP Physics
- AP Research
- AP Seminar
- AP World Language
- Calculus
- Chemistry
- Computer Programming
- Earth Science
- Entrepreneurship
- IB Biology
- IB Environmental Systems & Societies
- IB Language B SL
- Integrated Business Applications
- Marketing
- Performing Arts
- Physics
- Pre-Calculus
- Research
- Visual Arts
- Visual Arts Foundations
- World Language

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

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

HIGH SCHOOL DIPLOMA
- Not Applicable

2-YEAR ASSOCIATE DEGREE
- Agricultural Technician
- Feed Research Technician
- Forest and Conservation Technician
- Soil Tester

4-YEAR DEGREE & HIGHER
- Agriculturist
- Agronomist
- Plant Pathologist
- Soil and Plant Scientists
School of Engineering, Manufacturing, & Industrial Technology

MAJOR: ENVIRONMENTAL & NATURAL RESOURCE MANAGEMENT
(The Center)

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
Agriculture & Biosystems WBL
Algebra 2
AP Physics
AP Research
AP Seminar
AP World Language
Calculus
Chemistry
Computer Programming
Earth Science
Entrepreneurship
IB Environmental Systems & Societies
IB Language B SL
Integrated Business Applications
Marketing
Performing Arts
Physics
Pre-Calculus
Research
Visual Arts
Visual Arts Foundations
World Language

LEARNING OPPORTUNITIES
(Options related to major)

Career Info Delivery Sys Exposure
Career Mentoring
Career Shadowing
Cooperative Education
Senior Internship CATS WBL

Cluster: Agriculture, Food, & Natural Resources

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

HIGH SCHOOL DIPLOMA
Not Applicable

2-YEAR ASSOCIATE DEGREE
Water Monitoring Technician
Technician Forest Worker
Environmental Engineering Technician
Park Naturalist
Fisher or Fishing Worker

4-YEAR DEGREE & HIGHER
Wildlife Manager or
Water Environment Engineer
Forest Manager or Technician
Geological Sample Test Technician
Geophysical Data Technician
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
Agriculture & Biosystems WBL
Algebra 2
Anatomy and Physiology
AP Biology
AP Research
AP Seminar
AP World Language
Business Management SL
Chemistry
Computer Programming
Earth Science
Entrepreneurship
IB Biology
IB Language B SL
Integrated Business Applications
Marketing
Performing Arts
Pre-Calculus
Visual Arts
Visual Arts Foundations
World Language

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

Professional Opportunities Upon Graduation
(For additional college entrance requirements refer to college of your choice.)
Animal Trainer
Veterinary Technician
Animal Technologist
Herdsman, Groomer
Educator
Geneticist
Nutritionist
Pharmaceutical sales
Reproductive physiologist
Veterinarian

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HIGH SCHOOL DIPLOMA with related 2-YEAR ASSOCIATE DEGREE experience
Animal Trainer
Veterinary Technician
Animal Technologist
Herdsman, Groomer

4-YEAR DEGREE & HIGHER
Educator
Geneticist
Nutritionist
Pharmaceutical sales
Reproductive physiologist
Veterinarian
# 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
- AP World Language
- Art of Interior Design
- Building Construction WBL
- Business Finance
- Calculus
- Earth Science
- Electricity
- IB Language B SL
- Landscape Architectural Design
- Performing Arts
- Pre-Calculus
- Probability and Statistics
- Public Speaking
- Theory of Knowledge
- Visual Arts
- World Language

## LEARNING OPPORTUNITIES
(Options related to major)

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

## GRADUATION REQUIREMENTS

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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
- Drywall Installer
- Residential Framer
- Construction Sales Associate
- Manager 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
- Facilities Engineer
## MAJOR: ELECTRICAL DESIGN & INTEGRATED SYSTEMS
(The Center)

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

### COMPLEMENTARY COURSEWORK
- Accounting
- Algebra 2
- AP World Language
- Business Finance
- Digital Electronics
- Discrete Math
- Electricity WBL
- Entrepreneurship
- IB Language B SL
- Introduction to Engineering Design
- Marketing
- Marketing Management
- Performing Arts
- Physics
- Principles of Engineering
- Probability and Statistics
- Public Speaking
- Theory of Knowledge
- Visual Arts
- World Language

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

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

#### HIGH SCHOOL DIPLOMA
- Electrician Helper
- Electrical Site Planner
- Contractor Electrical Supply Sales
- Maintenance Technician

#### 2-YEAR ASSOCIATE DEGREE
- Electrician
- Electrical Systems Technician
- HVAC Technician
- Powerplant Operator

#### 4-YEAR DEGREE & HIGHER
- Communications Specialist
- Electrical
- Electrical Engineer
- Electrical Inspector
**School of Engineering, Manufacturing, & Industrial Technology**

**MAJOR: MACHINE TECHNOLOGY & ENGINEERING DESIGN**  
(The Center)

**REQUIRED COURSES FOR MAJOR**  
(4 CREDITS REQUIRED)
- Machine Technology 1
- Machine Technology 2

**COMPLEMENTARY COURSEWORK**
- Accounting
- Algebra 2
- AP World Language
- Building Construction
- Computer Programming
- Electrical Technology Systems
- Entrepreneurship
- IB Language B SL
- Integrated Business Applications
- Introduction to Engineering
- Marketing
- Performing Arts
- Pre-Calculus
- Visual Arts
- Visual Arts Foundations
- World Language

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

## GRADUATION REQUIREMENTS

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**TOTAL**  
24.0 Units

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

**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

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)
- Mechatronics 1
- Mechatronics 2 — Mechatronics 3

### COMPLEMENTARY COURSEWORK
- Accounting
- Algebra 2
- AP World Language
- Building Construction
- Computer Programming
- Electrical Technology Systems
- Entrepreneurship
- IB Language B SL
- Integrated Business Applications
- Marketing
- Performing Arts
- Pre-Calculus
- Visual Arts
- Visual Arts Foundations
- World Language

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

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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

---

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

## Cluster: Manufacturing
MAJOR: WELDING TECHNOLOGY
(The Center)

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

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

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

Cluster: Manufacturing

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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
MAJOR: LIFE SCIENCE

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Anatomy and Physiology
- AP Biology
- AP Environmental Science
- AP Research
- IB Biology
- IB Environmental Systems & Societies
- Earth Science HN
- Environmental Science
- Marine Science HN
- Psychology or Psychology 101 or AP Psychology
- Sports Medicine 1

COMPLEMENTARY COURSEWORK
- AP Calculus AB
- AP Calculus BC
- AP Research
- AP Seminar
- AP Statistics
- AP World Language
- Calculus
- Chemistry
- Chemistry SL, HL
- Drawing
- Earth Science
- Foods & Nutrition
- IB Language B SL
- Painting
- Performing Arts
- Physics
- Pre-Calculus
- Public Speaking
- Sports Nutrition
- Visual Arts
- World Language

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

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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
**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
- IB Math: Analysis & Approaches SL
- IB Math: Analysis & Approaches HL
- Physics
- Pre-Calculus

**COMPLEMENTARY COURSEWORK**

- Accounting
- AP World Language
- Business Finance
- Chemistry
- Engineering Design & Development
- IB Language B SL
- Intro to Engineering Design
- Performing Arts
- Principles of Engineering
- Public Speaking
- Theory of Knowledge
- Visual Arts
- World Language

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

- Career Info Delivery Sys Exposure
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**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

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

Cluster: Science, Technology, Engineering & Mathematics

MAJOR: PHYSICAL SCIENCE

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

COMPLEMENTARY COURSEWORK
Algebra 3
Anatomy and Physiology
AP Biology
AP Calculus AB
AP Calculus BC
AP Research
AP Seminar
AP Statistics
AP World Language
Calculus
Discrete Math
Drawing
Environmental Studies
IB Language B SL
Landscape Arch Design
Painting
Performing Arts
Pre-Calculus
Public Speaking
Theory of Knowledge
Visual Arts
World Language

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

GRADUATION REQUIREMENTS

SUBJECT | Units Required
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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
WL or CTE | 1.0
Electives | 7.0
TOTAL | 24.0

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

HIGH SCHOOL DIPLOMA
Robotics Technician
Solderer / Welder
Power Plant Operator

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

4-YEAR DEGREE & HIGHER
Physicist
Astronomer
Ceramic
Chemist
Mechanical Engineer
MAJOR: PLTW ENGINEERING & ENGINEERING TECHNOLOGY

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

Required Courses:
PLTW Intro to Engineering Design
PLTW Principles of Engineering
PLTW Engineering Design & Development

Plus one or more of the following:
Aerospace Engineering
Civil Engineering
Digital Electronics

COMPLEMENTARY COURSEWORK

Algebra 3
AP Calculus AB
AP Calculus BC
AP Language
AP Physics
AP Statistics
AP World Language
Auto Collision
Auto Tech
Building Construction
Business Finance
Business Management SL
Calculus
Chemistry
Creative Writing
Earth Science
Electricity
IB Language B SL
IB Math: Analysis & Approaches
IB Math: Application & Interpretation
Performing Arts
Physics
Pre-Calculus
Research
Theory of Knowledge
Visual Arts
World Language

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

HIGH SCHOOL DIPLOMA
Drafter
Engineer Electronic Technician
Robotics Technician

2-YEAR ASSOCIATE DEGREE
Engineering Technician
Computer Science Technician
Hazardous Waste Technician
Manufacturing Technician
Engineer Survey Technician or Technical

4-YEAR DEGREE & HIGHER
Agricultural or Automotive
Biomedical or Civil Engineer
Communications Engineer
Industrial or Mechanical
Writer
Quality Engineer
Systems Design Engineer
MAJOR: SREB CLEAN ENERGY TECHNOLOGY
(The Center)

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

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

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

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
WL or CTE 1.0
Electives 7.0
TOTAL 24.0

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

HIGH SCHOOL DIPLOMA
Not Applicable

2-YEAR ASSOCIATE DEGREE
Engineering Technician
Field Testing Associate
Fuel Cell Technician
Geothermal Technician
Nuclear Operator
Research Assistant

4-YEAR DEGREE & HIGHER
Energy Field Auditor
Environmental Engineer
Fuel Cell Materials Chemist
Green Business Specialist
Renewable Energy Engineer
Sustainable Design Architect

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

#### 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
- AP World Language
- Auto Collision Tech WBL
- Business Finance
- Chemistry
- Contemporary Design
- Entrepreneurship
- Geometry
- IB Language B SL
- IB Personal & Professional Skills
- Performing Arts
- Physics
- Probability and Statistics
- Public Speaking
- Stained Glass
- Theory of Knowledge
- Visual Arts
- World Language

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

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

### GRADUATION REQUIREMENTS

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### 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
- Entrepreneur 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
- Automotive Service Instructor

Cluster: Transportation, Distribution & Logistics
MAJOR: AUTOMOTIVE SERVICE & 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
- AP World Language
- Auto Tech WBL
- Business Finance
- Digital Electronics
- Entrepreneurship
- IB Language B SL
- IB Personal & Professional Skills
- JROTC
- Performing Arts
- Physics
- Probability and Statistics
- Public Speaking
- Research
- Theory of Knowledge
- Visual Arts
- World Language

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

Cluster:
Transportation, Distribution & Logistics

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<td>Maintenance Technician</td>
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<td>Entrepreneur Mechanic Helper</td>
<td>Mechanic</td>
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<td>Truck Driver</td>
<td>Shop Foreman</td>
<td>Vehicle Services Instructor</td>
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<tr>
<td>Vehicle Product Sales</td>
<td>Diesel Service Technician</td>
<td>Traffic Engineer</td>
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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
- AP World Language
- Business Finance
- Criminal Justice 101
- IB Personal & Professional Skills
- IB Language B SL
- Introduction to Engineering
- Law Enforcement Services
- Performing Arts
- Psychology or Psychology 101 or AP Psychology
- Sociology
- Student Government/Leadership
- Theory of Knowledge
- Visual Arts
- World Geography
- World History
- World Language

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

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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 or Patrol Officer
- Correctional Officer
- Military Recruiter

4-YEAR DEGREE & HIGHER
- Military Officer
- FBI Agent
- Federal Marshall
- Secret Service Agent
# MAJOR: HEALTH DIAGNOSIS & TREATMENT

## REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

- Health Science 1
- Health Science 2
- Health Science 3
- Health Science Clinical Study
- Medical Terminology
- Pharmacology for Medical Careers

## COMPLEMENTARY COURSEWORK

- Anatomy and Physiology
- AP Biology
- AP Research
- AP Seminar
- AP World Language
- Business Finance
- Chemistry
- Child Development
- Foods & Nutrition
- Human Growth & Development
- IB Language B SL
- Performing Arts
- Psychology
- Psychology 101
- Public Speaking
- Sociology
- Speech & Debate
- Sports Medicine
- Sports Nutrition
- Visual Arts
- World Language

## 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
- 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
- Therapist
- Medical Administrator
**MAJOR: MEDICAL SCIENCE & 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 Research  
- AP Seminar  
- AP Spanish  
- AP Statistics  
- AP World Language  
- Creative Writing  
- Human Growth & Development  
- IB Language B SL  
- Performing Arts  
- Pre Calculus  
- Theory of Knowledge  
- Visual Arts  
- World Language

**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 Records Clerk  
- Scientist 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  
- Geneticist  
- Pathologist  
- Physician

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

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
- AP Research
- AP Seminar
- AP World Language
- Biology
- Business Finance
- Chemistry
- Dance
- Health Science
- Human Growth & Development
- IB Biology
- IB Language B SL
- JROTC
- Performing Arts
- Physics
- Psychology or Psychology 101 or AP Psychology
- Sports & Exercise Psychology
- Sports Medicine
- Visual Arts
- World Language

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

Cluster: Health Science

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

HIGH SCHOOL DIPLOMA
- Personal Trainer
- Instructor Physical Therapy Aide
- Sports Massage Therapist
- Group Exercise Instructor

2-YEAR ASSOCIATE DEGREE
- Physical Therapy Assistant
- Fitness Specialist
- Occupational Therapy Assistant

4-YEAR DEGREE & HIGHER
- Physical Fitness
- Recreational Therapist
- Athletic Trainer
- Physical Therapist
## MAJOR: PLTW BIOMEDICAL SCIENCES
(The Center)

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

### COMPLEMENTARY COURSEWORK
- Accounting
- Algebra 2
- Anatomy and Physiology
- AP Biology
- AP Calculus AB, BC
- AP Chemistry
- AP Physics
- AP Psychology
- AP Statistics
- AP World Language
- Business Management SL
- Calculus
- Computer Programming
- Entrepreneurship
- Forensic Science
- Health Science
- Human Growth & Development
- IB Language B SL
- IB Theory of Knowledge
- Marketing
- Medical Terminology
- Performing Arts
- PLTW Engineering
- Pre-Calculus
- Research
- Sports Medicine
- Visual Arts
- Visual Arts Foundations
- World Language

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

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### HIGH SCHOOL DIPLOMA
- Medical Lab Assistant
- Research Assistant

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

### 4-YEAR DEGREE & HIGHER
- Bioengineer
- Geneticist
- Pathologist
- Physician
- Research Scientist
- Physical Therapy

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Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
School of Health Sciences, Human & Public Services

Cluster: Health Science

MAJOR: SPORTS MEDICINE

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
- AP Research
- AP Seminar
- AP World Language
- Biology
- Biomechanics
- Business Finance
- Chemistry
- Child Development
- Human Growth & Development
- IB Biology
- IB Chemistry
- IB Language B SL
- IB Personal & Professional Skills
- Performing Arts
- Personal Training
- Physics
- Pre-Calculus
- Recreational Therapy
- Theory of Knowledge
- Visual Arts
- World Language

LEARNING OPPORTUNITIES
(Options related to major)

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

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

**HIGH SCHOOL DIPLOMA**
- Personal Trainer
- Therapist Physical Therapy Aide
- Occupational Therapy Aide
- Orthopedic Assistant

**2-YEAR ASSOCIATE DEGREE**
- Fitness Specialist
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Surgical Technician

**4-YEAR DEGREE & HIGHER**
- Recreational
- Physical Therapist
- Athletic Trainer
- Orthopedic Surgeon
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
Anatomy & Physiology
AP World Language
Biology
Business Finance
Chemistry
Drama
Entrepreneurship
IB Language B SL
Marketing
Performing Arts
Psychology
Speech and Debate
Visual Arts
World Language

LEARNING OPPORTUNITIES
(Options related to major)

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

High School Diploma

Professional Opportunities Upon Graduation

2-Year Associate Degree

Educator

4-Year Degree & Higher

Not Applicable

(State Board Certification required for cosmetology)

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
WL or CTE 1.0
Electives 7.0
TOTAL 24.0

These 24 credit requirements work collaboratively with your selected major's required and complementary coursework.
# MAJOR: COUNSELING, MENTAL HEALTH, & SOCIAL SERVICES

## REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Anatomy and Physiology
- Child Development 1, 2
- Early Childhood Education 1
- Human Growth & Development
- Introduction to Sociology
- Law Related Education
- Psychology
- Psychology 101 or AP Psychology
- Public Speaking
- Sports & Exercise Psychology
- Teacher Cadet Program
- Sociology

## COMPLEMENTARY COURSEWORK
- AP Research
- AP Seminar
- AP World Language
- Biology
- Business Finance
- Chemistry
- Foods & Nutrition
- IB Language B SL
- IB Personal & Professional Skills
- Leadership
- Performing Arts
- Speech and Debate
- Theatre
- Theory of Knowledge
- Visual Arts
- World Language

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

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<td>Economics</td>
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<td><strong>TOTAL</strong></td>
<td><strong>24.0</strong></td>
</tr>
</tbody>
</table>

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
- 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
MAJOR: FAMILY & CONSUMER SCIENCES

REQUIRED COURSES FOR MAJOR
(4 CREDITS REQUIRED)
- Foods and Nutrition 1
- Foods and Nutrition 2
- Sports Nutrition 1
- Sports Nutrition 2
- Culinary Arts 1
- Child Development 1
- Child Development 2
- Early Childhood 1

COMPLEMENTARY COURSEWORK
- AP World Language
- Biology
- Chemistry
- Earth Science
- IB Language B SL
- IB Personal & Professional Skills
- Law Related Education
- Leadership
- Performing Arts
- Psychology
- Psychology 101 or AP Psychology
- Sociology
- Speech and Debate
- Theatre
- Theory of Knowledge
- Visual Arts
- World Language

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

Cluster: Human Service

GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4.0</td>
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</tbody>
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These 24 credit requirements work collaboratively with your selected major’s required and complementary coursework.

HIGH SCHOOL DIPLOMA
- Cook, Institution, Cafeteria
- Food Service Worker
- Personal Care Aide
- Child Care Aide
- Recreation Assistant

2-YEAR ASSOCIATE DEGREE
- Dietetic Technician
- Fitness Instructor
- Food Service Supervisor
- Child Care Teacher

4-YEAR DEGREE & HIGHER
- Dietician/Nutritionist
- FACS Teacher
- Early Childhood Teacher
- Fitness/Wellness Coordinator
- Medical & Health Services Manager
REQUARED COURSES FOR MAJOR
(4 CREDITS REQUIRED)

*Fire Fighter 1
Fire Fighter 2

*Must be 16 yrs. old by Nov. 1 to enroll in Fire Fighter 1

COMPLEMENTARY COURSEWORK

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

LEARNING OPPORTUNITIES
(Options related to major)

Career Info Delivery Sys Exposure
Career Mentoring
Career Shadowing
Cooperative Education
Senior Internship CATS WBL

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
WL or CTE 1.0
Electives 7.0
TOTAL 24.0

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

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

Professional Opportunities Upon Graduation (For additional college entrance requirements refer to college of your choice.)
# Major: Law & Legal Services

**Cluster:** Law, Public Safety, & Security

## Graduation Requirements

<table>
<thead>
<tr>
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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)

- Business Law
- Criminal Justice 1
- Criminal Justice 101
- Introduction to Sociology
- 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
- AP World Language
- Business Finance
- Chemistry
- Discrete Math
- IB Business
- IB Language B SL
- IB Personal & Professional Skills
- Performing Arts
- Photography
- Probability and Statistics
- Student Government/Leadership
- Visual Arts
- World History
- World Language

## 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**

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

**2-Year Associate Degree**

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

**4-Year Degree & Higher**

- Administrative Law Attorney
- Corporate Attorney
- Law Professor
- Legal Aid Attorney
- Congressional Representative
## School of Health Sciences, Human & Public Services

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

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

### COMPLEMENTARY COURSEWORK
- Accounting
- AP World Language
- Business Finance
- Business Law
- Creative Writing
- Digital Multimedia
- Discrete Math
- IB Language B SL
- Law Related Education
- Performing Arts
- Photography
- Physical Education
- Psychology or Psychology 101 or AP Psychology
- Public Speaking
- Sociology
- Student Government/Leadership
- Visual Arts
- World Language

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

### GRADUATION REQUIREMENTS

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</table>

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.)
- Corrections Officer
- Dispatcher
- Police Officer
- Security Guard
- Court Bailiff
- Deputy Sheriff
- Detective
- Transit and Railroad Police
- Criminal Investigator
- FBI Agent
- Fish and Game Warden
- Park Ranger
- Parole and Probation Officer

### HIGH SCHOOL DIPLOMA

### 2-YEAR ASSOCIATE DEGREE

### 4-YEAR DEGREE & HIGHER
An Honors Magnet Program within DUTCH FORK HIGH SCHOOL – S.T.E.M.

A Whole School Magnet at IRMO HIGH SCHOOL

A Magnet Program within IRMO HIGH SCHOOL

A Magnet Program within IRMO HIGH SCHOOL in partnership with the Center for Advanced Technical Studies

Career Pathways Magnet
WHAT ISALA?

During the freshman and sophomore years, ALA teachers engage students in unique, quarterly experiences to unlock leadership potential.

Chapin HS ALA Program is a ©Center for Creative Leadership Endorsed School. Teachers utilize the ©Center for Creative Leadership’s global model for youth leadership training which emphasizes:

- Understanding Self
- Understanding Others
- Leading Self
- Leading with Others

Upon successful completion of the CCL curriculum students earn a Leadership Diploma from CCL.

Unique experiences include the Ropes Challenge Course, sophomore impact projects, online student portfolios, competition audits and elite college visits.

In the sophomore and junior 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.

Students engage in rigorous coursework and activities, taught by a team of ALA teachers who are committed to developing the cohort’s ability to excel in an innovative and global community.

THE ALA MISSION

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 create positive change.

3) ALA students seek to affect positive change in themselves, each other, their academic leaders.
In order to graduate from the Academic Leadership Academy,

⇒ Meet High School Graduation and College Entrance Requirements
⇒ Complete the 2 ALA-Required AP Capstone Courses as well as 4 Additional AP Courses of the Students’ Choosing
⇒ Successfully Complete, Present, and Defend an AP Research Project
⇒ Complete 90 Community Service Hours by the End of the Junior Year
⇒ Maintain a rigorous 4 Year Academic Schedule
⇒ 2021-2022 Alg 1 & Eng 1 required as Middle School pre-requisites to ALA Application

ALa Freshman Year
ALA English 2 Honors
ALA Physical Science Honors

*Students receive CCL leadership training within the English II Honors and Physical Science classes

ALa Sophomore or Junior Year
AP Seminar—Capstone Program

Team Project & Presentation
Individual Research-Based Essay & Presentation
AP Exam

ALa Sophomore Year
ALA English III Honors
ALA Biology 1 Honors

*Students receive CCL leadership training within the ALA Biology Honors and English III Honors class

ALa Junior or Senior Year
AP Research—Capstone Program

Academic Paper
Presentation & Oral Defense
College Board Submission
*AP Statistics strongly recommended

CHS AP Courses

AP Art
AP Biology
AP Calculus
AP Chemistry
AP European History
AP Government
AP Environmental
AP French
AP Human Geography
AP Language & Composition
AP Literature & Composition
AP Macroeconomics
AP Physics
AP Psychology
AP Statistics
AP Spanish
AP US History
AP World History
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.

www.lexrichs.org/dfhsmagnet
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.

DUTCH FORK HIGH SCHOOL

STEM

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 Biology - Science HN
- Medical Interventions & Research HN
- Biomedical Innovations & 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

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

MATH

- STEM Algebra 2 HN
- STEM Geometry HN
- STEM Pre-Calculus HN
- STEM AP Statistics
- AP Calculus AB
- AP Calculus BC
- Vector Calculus (USC)

OTMERS

- STEM English 1HN
- STEM English 2HN
- STEM English 3HN
- STEM AP Human Geography
- AP Psychology
- AP Research
- AP Seminar

www.lexrichs.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 https://www.lexrich5.org/ihs 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.
International Baccalaureate Programmes at IHS

International Baccalaureate

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. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Baccalaureate International-Mindedness

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is the IB learner.

International-mindedness is a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterized by an openness to the world and a recognition of our deep interconnectedness to others.

To be open to the world, we need to understand it. IB programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.

An IB education further enhances the development of international-mindedness through multilingualism. All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect. It helps the students to appreciate that his or her own language, culture and worldview is just one of many.

International-mindedness is also encouraged through a focus on global engagement and meaningful service with the community. These elements challenge the student to critically consider power and privilege, and to recognize that he or she holds this planet and its resources in trust for future generations. They also highlight the focus on action in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change.

The components of an IB education described in this document work together to support the IB’s overarching aim of developing global minded learner.

Learn more about an International Baccalaureate education at ibo.org.
The International Baccalaureate Programmes are in over 5,000 schools across 150 countries worldwide. International Baccalaureate Programmes are academically challenging and provide a holistic educational experience for juniors and seniors. Curriculum is anchored in the Learner Profile and the concept of International Mindedness. Students are provided opportunities to recognize and make a positive impact on the world. Students who complete IB Programmes are prepared for success at the university level and beyond. The International Baccalaureate has gained recognition and respect from universities worldwide.

**Prerequisites for the IB Programmes:** Successful completion of Algebra 2, and honors or AP level coursework in sophomore year.

<table>
<thead>
<tr>
<th>★ International Baccalaureate Career-related Programme</th>
<th>★ International Baccalaureate Diploma Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Career course completer at the Center for Advanced Technical Studies</td>
<td>★ Six International Baccalaureate courses – 1 from each group:</td>
</tr>
<tr>
<td>◦ Aerospace Engineering</td>
<td>◦ <strong>Group 1</strong> – <strong>Language A</strong></td>
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<tr>
<td>◦ BioMedical Sciences</td>
<td>◦ English Literature</td>
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<tr>
<td>◦ Culinary Arts</td>
<td>◦ <strong>Group 2</strong> – <strong>Language B</strong></td>
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<td>◦ Media Technology</td>
<td>◦ Spanish, French, German, Chinese</td>
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<tr>
<td>◦ Veterinary Sciences</td>
<td>◦ <strong>Group 3</strong> – <strong>Individuals and Societies</strong></td>
</tr>
<tr>
<td>◦ AFJROTC (at IHS)</td>
<td>◦ History of the Americas, Business Management, Philosophy, Environmental Systems &amp; Societies</td>
</tr>
<tr>
<td>★ At least two International Baccalaureate courses at IHS (see Diploma Programme course to the listed right)</td>
<td>◦ <strong>Group 4</strong> – <strong>Science</strong></td>
</tr>
<tr>
<td></td>
<td>◦ Biology, Chemistry, Physics, Environmental and Societies</td>
</tr>
<tr>
<td>★ Career-related Core</td>
<td>◦ <strong>Group 5</strong> – <strong>Mathematics</strong></td>
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<tr>
<td>◦ Personal &amp; Professional Skills course</td>
<td>◦ Math Applications &amp; Interpretations, Math Analysis &amp; Approaches</td>
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<tr>
<td>◦ Reflective Project</td>
<td>◦ <strong>Group 6</strong> – <strong>the Arts</strong></td>
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<tr>
<td>◦ Service Learning</td>
<td>◦ Visual Arts, Dance, Theatre, Music (Band, Orchestra, Chorus)</td>
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<tr>
<td>◦ Language Development</td>
<td>★ Diploma Core</td>
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<td>◦ Creativity, Activity, &amp; Service</td>
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<tr>
<td></td>
<td>◦ Theory of Knowledge course</td>
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<td>◦ Extended Essay</td>
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</table>

Students may choose one of the IB Programmes listed above or they may participate in one IB course from either Group 2, Group 6 or History of the Americas, Philosophy or Business Management from Group 3.
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.
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 5 HHS FAST FACTS

- Palmetto’s Finest
- National Certified Magnet School
- National Merit Award – School of Distinction
- Transportation is provided using a shuttle system from zoned schools both to and from our state-of-the-art, 267,000 square foot facility.
- Students may participate in High School League sports at their zoned school. Athletic eligibility is not jeopardized by attending Spring Hill High.

CLUBS / ACTIVITIES

- Beta Club
- DECA
- Junior Civitans
- Key Club
- Mock Trial
- Student Council
- Spring Hill Dance Company
- Graphic Novelists
- National Honor Society
- Fencing
- Cheese Club
- 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>
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<tbody>
<tr>
<td>8: 35 – 10: 03</td>
<td>Block 1</td>
<td>Block 5</td>
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<tr>
<td>10: 08 – 11: 35</td>
<td>Block 2</td>
<td>Block 6</td>
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<tr>
<td>11: 35 – 12: 25</td>
<td>Lunch</td>
<td>Lunch</td>
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<td>12: 30 – 1: 57</td>
<td>Block 3</td>
<td>Block 7</td>
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<td>2: 02 – 3: 30</td>
<td>Block 4</td>
<td>Block 8</td>
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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

Dr. Michael Loften, Principal, melofton@lexrich5.org
Dr. Jina Blount, Asst. Prin. of Instruction, jmblount@lexrich5.org
Mrs. Brea Amick, Assistant Principal, bdamick@lexrich5.org
Mr. Brandon Doty, Assistant Principal, bmdoty@lexrich5.org
Mrs. Karen Fallaw, Director of Guidance, kfallaw@lexrich5.org
<table>
<thead>
<tr>
<th>Course</th>
<th>8th – 9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Other: Summer School or Transfer Units</th>
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<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>(4.0 required)</td>
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<tr>
<td><strong>Science</strong></td>
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<td>(3.0 required)</td>
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<tr>
<td><strong>Social Studies</strong></td>
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<td>(3.0 required)</td>
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<tr>
<td>U.S. History &amp; Constitution (1.0)</td>
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<tr>
<td>U.S. Government (0.5)</td>
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<td>Economics (0.5)</td>
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<td>Other SS elective (1.0)</td>
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<td><strong>P. E., Band with PE or ROTC</strong></td>
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<tr>
<td><strong>Computer Science</strong></td>
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<tr>
<td><strong>World Language or Career and Technical Education [CATE]</strong></td>
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<td><strong>Electives (7.0 or more)</strong></td>
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<td>*Total to include 4.0 in major courses</td>
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</table>

Minimum = 24 credits
2020-2021

This Course Catalog belongs to

__________________________
Name

__________________________  ________________________
School  Contact Information

Class of 20

District Course Catalog
also available at http://www.lexrich5.org