HIGH SCHOOL COURSE CATALOG

2025 -2026

ROCK HILL Schools

ROCK HILL Schools

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December 2024

Dear Class of 2029,

Welcome to your high school experience in Rock Hill Schools. We are proud of the work you have done to get to this point and are excited to offer you a great many curricular choices as you plan out your final, important years in the district. These days, school has become much more flexible; you may attend face-to-face or attend virtually. You may choose to graduate early, take courses online, pursue industry certifications for work, or engage in rigorous, advanced coursework to be college and career ready. You have many choices, and those choices are described in this catalog.

As a rising freshman, please keep this catalog and use it to guide your journey through high school. It lays out the requirements, expectations, and options that apply to your ninth-grade cohort. While state and district policies may change over your time in high school, you can always go back to this catalog to see what expectations apply to you for graduation.

Your high school guidance counselor is critical. Make certain you know who he or she is. Your guidance counselor will help you stay on track for your South Carolina High School Diploma, but also help you stay in touch with options and offerings that will meet your learning needs and goals. Please be sure to stay in close communication and advocate for yourself with your guidance counselor. Each year you will have an Individual Graduation Plan (IGP) meeting to make certain you are progressing according to your plan and make plans for future steps. Use this time to think about your future, ask questions, and make sure you get what you need to be successful.

Rock Hill Schools is committed to preparing you to meet the rigorous standards of the Profile of the South Carolina Graduate. We are ready to help you develop the world-class knowledge, world-class skills, and life and career characteristics that will ensure you are successful no matter what you choose to do in the future. Our goal is your success, and we are all one team in that mission. Enjoy and make the most of your high school experience.

Sincerely,

Thomas Schmolze

Dr. Thomas Schmolze
Superintendent

Rock Hill Schools High School Course Catalog 2025-2026

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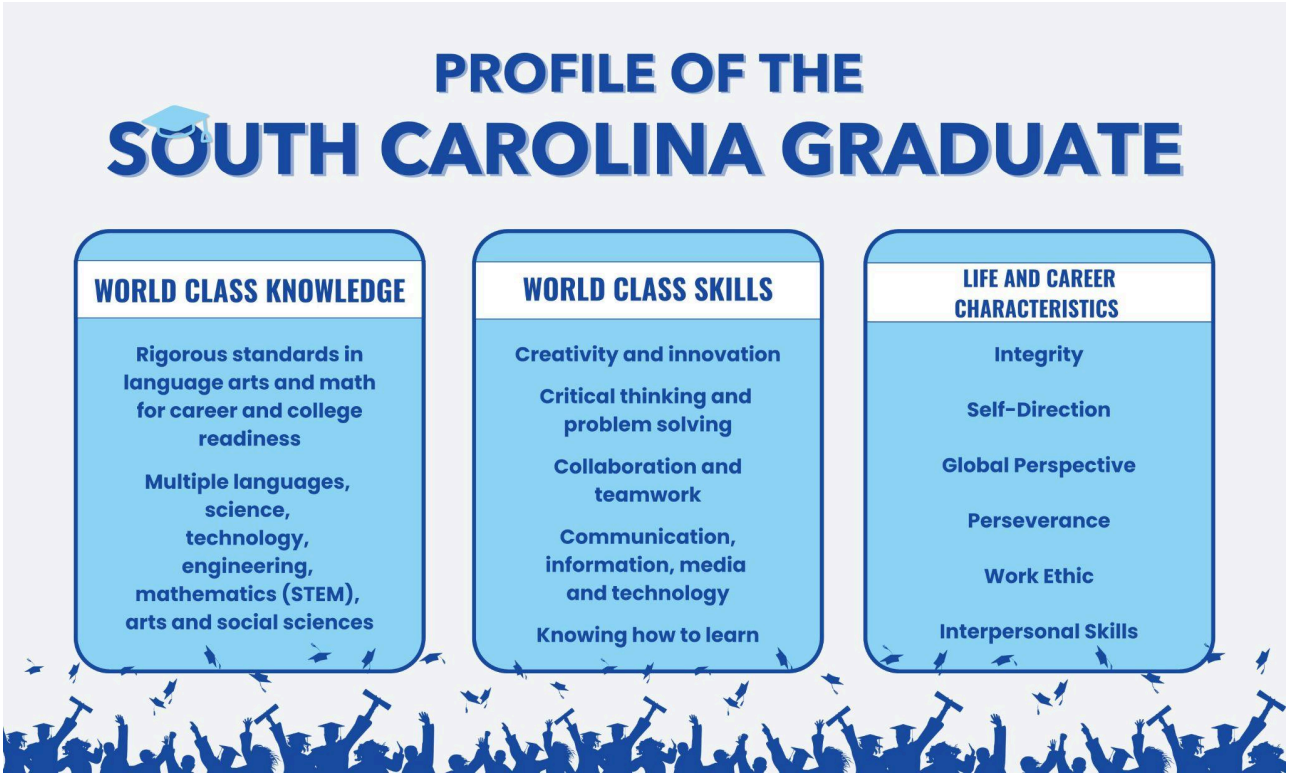
PURPOSE OF THE COURSE CATALOG

In Rock Hill Schools, we are committed to ensuring all high school students graduate college- and career-ready. To achieve this goal, we develop courses and pathways to personalize learning for each and every high school student to learn and exemplify characteristics outlined in the South Carolina Profile of the Graduate.



This catalog represents the Rock Hill Schools high school course of study. In it, students, parents, and district staff can find important information to support planning program studies for high school students.

Rock Hill Schools does not warrant that this course catalog is free of errors or omissions. The district reserves the right to correct errors or omissions in this catalog at the time the errors or omissions are discovered and to adjust school and student records, including grade reports, transcripts, and the calculation of student grade point averages and ranks in class, to reflect those corrections.

Please note use of this course catalog does not create or constitute a contract between any user and the District. It is important that students and families work closely with their assigned school counselor throughout the student's high school career.

REGISTRATION

1. It is strongly recommended that all students take eight units each year. Students in grades 9 and 10 are required to take 8 units each year. Per South Carolina Board of Education Regulation 43-172, students must attend a minimum of 200 minutes daily or its equivalent for an annual accumulation of 36,000 minutes.
2. All courses are open to students of both sexes.
3. All students must earn a Physical Education credit by taking Physical Education 1, JROTC, or Marching Band with Physical Education 1.
4. All students – beginning with freshmen entering high school in the 2022-23 school year – must earn a Personal Finance credit.
5. English and math courses are usually quite full. Students may not take two required English or math courses in the same academic year unless there is a defined, programmatic reason for it.
6. Students may take up to two units of credit recovery in Rock Hill School's summer school program. Additional units may be taken with principal approval.
7. Students must have prior approval of the high school to take any virtual course, alternative course, dual credit course, or dual enrollment course. Please check with your guidance counselor for any required form(s).
8. If a student enrolls after the beginning of a course, attendance counts from the first day of the course, not from the day of enrollment. Students transferring from another school or from another level of the same course receive credit for days attended in the previous course.
9. Students transferring from other schools receive credit for previously acquired coursework from accredited programs. Please work with your guidance counselor to ensure he/she receives needed paperwork in order to effectively transfer credits.
10. Students who become ineligible for courses due to failures must check their schedules when school starts to make certain that appropriate changes have been made. Students should see their guidance counselors if there are any problems.
11. Students are encouraged to register for the level(s) of instruction recommended by the teachers in the core instructional areas (English, Math, Science, Social Studies, and World Language). <u>If a student chooses to make selections that are different from teachers' recommendations, a parent must request in writing the preferred level and course.</u>
12. Students are reminded that once school begins, a change in level (*Example: honors math to a college preparatory math*) may be impossible due to a lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen. Please check with your guidance counselor if you would like to make a change.
13. Counselors may assign classes for students who fail to complete the registration procedure.

SCHEDULE CHANGES

Students are encouraged to choose courses carefully during the registration period. Students receive a verification form of their requests following the completion of the registration process. The verification form allows students to review their requests and make any appropriate changes prior to a deadline. Once the master schedule is defined, if there are conflicts with the courses students selected or if courses are dropped due to small numbers, students should submit a request for course change complete with parent signature to the school guidance office.

No preference changes are made after the school's schedule change deadline. Schools announce this deadline during registration. Changes are made if final grades, summer school, Aspire Academy, and/or Virtual SC completion necessitates the change. Level change requests are considered only when initiated by the teacher. Even then, level changes can be honored only if there is space in the new class. Students who drop a course after the fifth day may receive a grade of WF, which calculates as an F in the overall GPA.

Note: There is no guarantee that all courses requested can be scheduled. When possible, each student with a conflict is notified to allow him/her to make alternate selections. All contact information in the school database must be accurate and up to date. Students and parents should notify the school of any changes.

RETAKING A COURSE

According to the South Carolina Uniform Grading Policy, students are allowed to retake the same course under the following conditions:

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

A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school or before the next sequential course (whichever comes first). A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first). In cases where this is impossible due to circumstances beyond the student's control, like course scheduling, the student may request a waiver from the district office to allow him/her to retake a course beyond the defined limit. Waivers will be granted only if circumstances beyond the student's control are present and if the course is being taken as soon as it is feasible.

For all grade levels, all courses will remain on the transcript. However, only the highest grade will be used in figuring the student's GPA. (See Administrative Rule IKA-R, approved 2019)

CONTENT RECOVERY

Students must be currently enrolled in a course to participate in content recovery.

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are not limited in the amount of courses for which they may participate in content recovery**.** However, school administrators may limit participation based upon parent/legal guardian and/or teacher recommendation.

Content recovery assignments must be completed by the last day of the course for which the content recovery is being attempted. Seniors must complete any content recovery assignment no later than the last day of the school year in the current semester. (Policy IKADD, approved 2018)

CREDIT RECOVERY

Students who fail a course may not have to retake the entire course again to earn credit. Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. 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 are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade between 50 and 59 in the initial credit course or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

Please note that the South Carolina High School League only allows for 2 courses to be recovered per year for eligibility purposes.

Credit recovery courses must be taken in the next available grading period or summer after the initial course was failed. Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints. Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be sought prior to enrollment. Schools reserve the right to charge a nominal fee for credit recovery. (Policy IKADD, approved 2018)

PROMOTION AND RETENTION

In order to comply with state law and ensure continuous and appropriate progress from grade 9 through grade 12, the high schools have established regulatory guidelines to follow Rock Hill Schools Board of Trustees Policy IKE and Administrative Rule IKE-R (Promotion and Retention, revised 2024). In Grades 9 through 11, in order to be eligible for promotion to the next grade classification, students must have earned a minimum number of units, as specified below.

To be promoted to grade 10, a student must pass a minimum of 6 units of credit to include:

- One English credit
- One math credit
- Four additional credits

To be promoted to grade 11, a student must pass a minimum of 12 units of credit to include:

- Two English credits
- Two math credits
- One science credit
- One social studies credit
- Six additional credits

To be promoted to grade 12, a student must pass a minimum of 18 units of credit to include:

Three English credits
Three math credits
Two science credits
Two social studies credits
Eight additional credits

STATE ASSESSMENTS IN HIGH SCHOOL

Beginning in 2015, the South Carolina Department of Education requires that all eleventh graders take a career readiness assessment.

Beginning 2017, the South Carolina Department of Education encourages students to take either the SAT or ACT at no cost to the student, during the school day. Each of these assessments will be administered on designated school days in the spring.

Four high school courses have a state-mandated End-of-Course (EOC) exams which count for 20 percent of the student's final grade in the course. Courses with EOC exams are:

- Algebra 1 or Intermediate Algebra,
- English 2,
- Biology 1, and
- U.S. History and Constitution.

GRADUATION REQUIREMENTS

To be eligible to receive a South Carolina High School Diploma, students must earn 24 units and demonstrate proficiency in computer literacy. The computer requirement may be met by successfully completing one of many computer courses that includes instruction in and testing of these skills. Based on state law, requirements to receive a South Carolina High School Diploma are prescribed as follows:

English	4 units
Mathematics	4 units
Science	3 units
U. S. History and Constitution	1 unit
Economics	½ unit
U.S. Government	½ unit
Other social studies	1 unit
PE, JROTC, or Marching Band with PE*	1 unit
Approved computer literacy**	1 unit
World Language or CTE elective***	1 unit
Personal Finance****	½ unit
Electives (including Health)*****	6½ units
Total Required	**24 units**

As part of his/her coursework, the student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist Papers, and American institutions and ideals. The student must take the U.S. Citizenship and Immigration test as part of the U.S. Government course, provided there is no cost to the school or district for administering the test. Students are not required to meet a minimum score.

*Students are required to earn one P.E. credit for graduation. This may be achieved through the traditional Physical Education 1 course, JROTC, or Marching Band with Physical Education 1.

**Computer literacy and/or science courses approved by the state for this required credit are listed in that section of this catalog.

***One unit of a world language or an occupational elective is required for graduation. Students planning to attend a four-year college or university must take two or three years of the same world language and one course in fine arts for college entrance.

****Students planning to attend a two-year institution (e.g., York Technical College), or who are planning to enter the workforce immediately, must earn at least one CATE unit in a career and technical area.

****In November 2022, the South Carolina State Board of Education approved the requirement of one-half unit in Personal Finance (or another state-approved course) to be required for graduation with a South Carolina High School Diploma beginning with the Class of 2027. To accommodate this addition, 6½ elective units are required for graduation (rather than the previous seven) beginning with the Class of 2027. **Four courses offered in Rock Hill Schools may fulfill this requirement: Personal Finance (514100CH), Business Finance (527300CW), Entrepreneurship (540000CW), or Financial Fitness (581200CW).**

*****All students in Rock Hill Schools must take Personal Health and Wellness for high school graduation.

All students must earn the required number of prescribed units.

COMMENCEMENT EXERCISES

Only those students who pass all the units required for a South Carolina High School Diploma or South Carolina High School Credential may participate in district commencement exercises held in the Spring for each graduating class.

The uniform state-recognized South Carolina High School Credential is aligned with the State's Profile of the South Carolina Graduate and to a newly created course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate. All special education students should meet with their IEP teams to discuss the requirements for the South Carolina High School Credential.

Students who have been excluded or expelled from their home high school may not be eligible to participate in commencement ceremonies.

HONOR GRADUATES

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

- ***Valedictorian*** - The student(s) with the highest adjusted grade point average calculated by dividing the number of quality points earned in grades 9-12 by the total number of credits earned in grades 9-12.

- ***Salutatorian*** - The student(s) of the graduating class with the second highest adjusted grade point average using the method stated above.

  Grade point averages will be carried to four decimal places and rounded to three by the computer. Correspondence, independent study, and/or off campus courses not approved by the district prior to the student taking the courses will not be figured into the student's final GPA for valedictorian or salutatorian.

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

  Note: Rock Hill Schools Board of Trustees Policy IKD and IKD-R (Honor Rolls/Honor Graduates; revised 2022) requires use of an adjusted GPA to determine Valedictorian and Salutatorian. Any courses taken for high school credit in middle school are not included in calculation of the Valedictorian/Salutatorian adjusted GPA.

- ***With highest honors*** - Those students with a regular GPA of 4.5 or above will receive both written and verbal recognition of "with highest honors" during the commencement exercise. They will wear the honor cord as part of their graduation attire.

- ***With honors*** - Those students with a regular GPA of at least 4.2 but less than 4.5 will receive both written and verbal recognition of "with honors" during the commencement exercise. In addition, any student who has all A's (grades of 93 or above) since entering high school (ninth grade) will be eligible for honor graduate status.

SOUTH CAROLINA SEALS OF DISTINCTION

Students enrolled in South Carolina high schools shall have the opportunity to earn graduation Seals of Distinction within each high school diploma pathway that identifies a particular area of focus, beginning with the freshman class of 2018-19. The following Seals of Distinction are available:

- Honors
- College-Ready
- Career
- Specialization in STEM
- Specialization in World Languages
- Specialization in Military
- Specialization in Arts

Graduates may earn more than one state Seal of Distinction. All graduates earning one or more state Seals of Distinction will be recognized in the commencement program. More information regarding Seals of Distinction will be shared by your guidance counselor.

GRADE POINT AVERAGE (GPA)

South Carolina uses a Uniform Grading Scale to calculate Grade Point Average (GPA) and class rank for high school students. The South Carolina Uniform Grading Scale assigns grade points for each numerical grade. By state mandate, all courses carry the same grade points with the exception of Honors, Dual Credit, IB and AP courses. Honors courses receive an additional 0.5 weighting and AP, IB and Dual Credit courses receive an additional 1.0 weighting.

The South Carolina Uniform Grading Scale for grades 9 through 12 can be found in this catalog. High school courses taken in middle school are also subject to the Uniform Grading Scale.

CLASS RANK

All courses taken for high school graduation credit are included in the calculation of class rank. The instructional level of each course, the student's grade in each course, and the total number of courses attempted are included in the computation of class rank. Under the Uniform Grading policy passed by the South Carolina State Board of Education, all course grades are based on a state-defined grading scale with corresponding grade point values for each numerical grade. In addition, the policy specifies that only courses taught at the Honors, Advanced Placement, International Baccalaureate, and/or Dual Credit in college courses may be awarded additional weighting values (.5 quality point for Honors credits and 1.0 quality point for Advanced Placement, Dual Credit, and International Baccalaureate credits) to be used in computing grade point averages and class rank. Grade Point Average (GPA) is calculated using the following formula:

$$\text{GPA} = \frac{\text{sum of quality points x units}}{\text{Sum of units attempted}}$$

Once a GPA has been computed for all students, all grade point averages are rank ordered numerically from highest to lowest and each student's class rank is determined by the position of his/her GPA relative to all other students in a given grade. In instances of equal GPAs for more than one student, the same class rank is given and the following value in sequence will be omitted. Class ranks are calculated at the end of the academic school year.

Class rank is one consideration in the college admissions process. It is also used as a criterion for some scholarships. Any questions or concerns students have about class rank should be discussed with a counselor. Students are reminded that one's position in the class rank systems is relative to the weighted rank of all other students in a particular grade. Therefore, as the numbers and performance of other students in a particular grade group changes, a student's class rank may vary as well even though his/her own academic performance may remain constant.

ATHLETIC ACADEMIC ELIGIBILITY

To participate in interscholastic activities, students must meet the following criteria:

1. A student who becomes 19 years of age prior to July 1 of the upcoming school year will not be eligible to compete in any athletic activities during that school year.
2. A student has 8 semesters of athletic eligibility once he or she starts the ninth grade.
3. To be eligible in the first semester a student must pass a minimum of five credits applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school. The student must also have an overall passing average.
4. For second semester eligibility: If eligible first semester, students must pass at least 2 or more units in the fall semester and have an overall passing average of 60. If ineligible first semester, students must pass at least 2 ½ units in the fall semester.
5. Students may only apply two credit recoveries toward eligibility and/or two summer school courses.
6. Fall and winter sports eligibility is based off the previous year's grades. Spring sports eligibility is based off fall grades.

SOUTH CAROLINA UNIFORM GRADING SCALE CONVERSION CHART

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ DC
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/D C
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
(No value)	WP	0.000	0.000	0.000

CAREER PLANNING AND INDIVIDUAL GRADUATION PLANS

South Carolina high school students face many challenges including higher graduation standards, increasing college entrance requirements, and growing workforce demands. For students to be successful, high schools must provide a curriculum framework that is challenging and relevant. Rock Hill Schools' framework of career clusters and majors provides students and families with a sequence of courses to assist students in becoming passionate, lifelong learners who are successful in college, careers, or the military. Working with their parents, counselors and teachers, students develop Individual Graduation Plans (IGPs) that include academic as well as professional-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace.

RHS FRAMEWORK OF CAREER CLUSTERS AND MAJORS

Rock Hill Schools' Framework of Career Clusters and Majors includes clusters of study, majors for each cluster of study, and recommended curriculum for an IGP for each major. Required elements of the district framework are laid out for school and district staff in South Carolina's Education and Economic Development Act (EEDA).

A **cluster of study** is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of study are designed to provide a seamless transition from high school study to post-secondary study and\or the workforce.

A cluster of study has several majors. A **major** consists of the completion of at least four required units of study in that area. It is recommended that students take at least one course at the highest level offered.

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

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

FREQUENTLY ASKED QUESTIONS (FAQs)

What is a major?
A major is a concentration of coursework in a specialized area. A major consists of the completion of at least four required units of study as well as complementary electives that relate to that area. Majors help students focus their course selection around a concentration in a specific area.

When do you declare a major?
In the eighth grade, students, along with their parents, meet individually with counselors and choose a school of study that interests them. Beginning in the ninth grade, students select a cluster of study to begin exploring. These selections can change. By the end of the tenth grade, students declare a major, focusing their academic and elective choices in a specific direction.

Can you change a cluster (or major)?
Students can change a major if they find that the one they selected is no longer their area of interest. Students are never locked into a specific cluster or major. Successful completion of required courses as outlined on district IGP templates constitutes a major.

Do all students have to declare a major?
Students need to declare a major by the end of the tenth grade; however, completion of a major is not a requirement for a South Carolina High School Diploma.

Can I have more than one major?
Yes, with careful planning beginning in the ninth grade, it is possible to complete more than one major.

Is it possible to complete a major while continuing to participate in other electives such as fine arts, physical education, JROTC, etc.?
Yes, the district highly recommends students explore a broad range of experiences and interests during their high school years. There is ample opportunity to complete a major and participate in other areas of interests.

Where can I find out more?
See the framework of career clusters and majors in this catalog for a chart illustrating the district curriculum framework as well as the IGP templates that identify the courses required for each of the majors.

INDIVIDUAL GRADUATION PLAN (IGP)

The purpose of the Individual Graduation Plan (IGP) is to assist the students and their families in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is part of the career planner. It builds on the coursework, assessments and counseling in middle and high school. The IGP is not intended to reflect all aspects of the high school experience.

DEVELOPING THE IGP

School counselors begin working with students regarding interests, clusters of study, majors, post-secondary choices and high school options through individual and group counseling in the sixth grade. This includes information on academic and professional goals, career activities and access to career resources. Teacher and parental involvement throughout this process is vital.

Sixth Grade

- Students complete a career interest inventory.
- Students participate in career exploration activities.

Seventh Grade

- Students continue career exploration activities.
- Students have the opportunity to participate in career shadowing.

Eighth Grade

- Students choose a school of study that they would like to explore.
- Working with their parents, counselors, and teachers, students begin developing an IGP to include academic as well as professional-related courses.

Ninth Grade

- Students choose a cluster of study to explore.
- Students may declare a major, focusing their elective choices in a particular area.*
- Students have the opportunity to participate in career shadowing.
- Students review and update their IGP developed in the eighth grade.

Tenth Grade

- Students declare a major if they have not done so in the ninth grade.*
- Students have the opportunity to participate in extended learning opportunities.
- Students review and update their IGP.
- Students begin to develop post-secondary goal

Eleventh Grade

- Students review and update their IGP with particular attention being given to post-secondary goals.
- Students have the opportunity to participate in extended learning opportunities.

Twelfth Grade

- Students complete requirements for a major.
- Students have the opportunity to participate in extended learning opportunities.
- Students receive recognition for completion of a major at graduation.

Students are never locked into a specific cluster or major. Students can change majors if their professional interests change. They can use the framework, with its clusters of study and majors, and career assessment information in making these decisions.

In order to graduate with a major, students must complete four units of study from the offerings identified on district templates. Complementary courses are drawn from both academic and profession-related courses that support the major. Complementary courses are chosen based on their reinforcement of the skills students must master relative to the major. Students are encouraged but not required to enroll in complementary courses.

The IGP identifies learning experiences outside the classroom designed to make learning relevant and to give students and awareness of work associated with the major. Examples of extended learning opportunities include shadowing, career mentoring, service learning, internships, cooperative education, apprenticeships, senior projects, career information delivery system exposure and career-related student organizations.

The IGP lists sample careers for that profession. The professional opportunities shown are a short list of the many occupations available in each specific area. The occupations are grouped by educational categories: high school diploma, two-year associate degree, and four-year degree or higher.

SUPPORT RESOURCES FOR PLANNING THE IGP

The school district provides a variety of assessments to assist students in their educational and career decisions. This information is helpful to students as they develop and revise their IGPs.

Career Information Delivery Systems

Each high school provides at least one computerized Career Information Delivery System (CIDS) for student access. The system is available for student use through any computer in the school. Students have the opportunity to access a tremendous amount of career and post-secondary information to assist them in their planning for high school and beyond.

Internet

The Internet is an excellent resource for students as they prepare for their future. Information about helpful Websites is available through the school guidance office.

SCOIS

The South Carolina Occupational Information System (SCOIS) is a computer-based system of up-to-date career, educational and occupational information. Students may complete interest inventories and explore more than 1700 occupations. The college search feature includes all two-and four-year colleges and universities in the United States. Other features include a course planner and a scholarship search.

PSAT

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT, NMSQT) introduces students in the tenth and eleventh grades to the organization and question types found on the Scholastic Aptitude Test (SAT). Students gain test-taking skills and can use their PSAT results to predict their scores on the SAT. The junior year scores are also used in selecting semifinalists for the National Merit Scholarship awards. PSAT also provides individualized study guides, college planning, career information and interactive assessments for students who take the test.

ASVAB

The Armed Services Vocational Assessment Battery (ASVAB) is a multi-aptitude test battery known as the Career Exploration Program administered by the Department of Defense to eleventh and twelfth graders. The ASVAB comprises ten individual tests and gives composite scores in verbal, math and academic ability. The test is given by the military and is free to high school students. The ASVAB Career Exploration Program is a tool to help students make better school and career decisions. There is a workbook that contains a career interest inventory and an exercise to help students learn more about occupations and how to match their interests and abilities to certain occupations. The ASVAB is available through the high schools and local military recruiter. Although students who plan to enter the military are required to take the ASVAB, information gained from this career assessment is beneficial to any student.

Note to student/counselor: Please incorporate Personal Finance one-half unit requirement beginning with the Class of 2027, as well as reduction of required elective units to 6½ (rather than 7).

Rock Hill Schools Individual Graduation Plan (IGP) Worksheet

Name: _____ **SUNS Number:** _____ **Current Grade:** _____

Academy/School of Study (Optional): _____

Clusters: _____ **Majors:** _____
Declare only ☐ Intend to Complete ☐

_____
Declare only ☐ Intend to Complete ☐

Career Goal: _____

Postsecondary Plans: ☐ Workforce/Apprenticeship ☐ Two-Year College/Technical Training ☐ Four-Year College ☐ Military

	9	10	11	12
English* Four units				
Math* Four units				
Science* Three units				
Social Studies* Three units				
Requirements/Electives				
Requirements/Electives				
Requirements/Electives				
Requirements/Electives				

Required Courses for Major (Four Credits Required)	Complementary Course Work	Extended Learning Opportunity Options elated to Major
☐	☐	
☐	☐	
☐	☐	
☐	☐	

The Individual Graduation Plan should meet high school graduation requirements as well as college entrance requirements.

_____ _____
Student Signature **Date** **Parent/Guardian Signature** **Date**

_____
Counselor Signature **Date**

COLLEGE PLANNING

COLLEGE ADMISSIONS FACTORS

Students planning to attend a four-year college should begin considering these factors as early as eighth grade and plan their high school program accordingly.

1. Select coursework that meets college entrance requirements.

2. Choose courses at the instructional level that helps you reach your potential and prepare for college/career goals. Colleges pay close attention to the strength of the student's high school schedule. Therefore, take the most difficult courses in which you can be successful.

3. Determine the required courses for your intended college major.

4. Remember that grade point average, class rank, and SAT or ACT scores are all used to determine college acceptance. Entrance requirements vary among colleges. Therefore, read college catalogs and talk with college admissions counselors concerning specific requirements and scores for the college(s) in which you are interested.

5. Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.

CHOOSING THE RIGHT COLLEGE

1. Evaluate your strengths and abilities. Examine your choice of lifestyle. Utilize information about colleges/careers in the guidance office and library.

2. Take the PSAT your sophomore year and take the PSAT again in your junior year. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.

3. Take the SAT or ACT in the spring of your junior year.

4. Draw up a list of schools to investigate, based on your personal goals. SCOIS is good resource for exploration. This computer-based career information delivery systems is available on any district-networked computer in your high school.

5. Determine requirements for admission and costs for each school on your list.

6. Arrange for college visits. When visiting, talk with admissions counselors and financial aid officers.

7. Fine-tune your list.

8. Ask for teacher/counselor recommendations.

9. Submit applications through the guidance office or online.

10. Apply for financial aid or scholarships. Do not rule out smaller private colleges due to costs.

COLLEGE COURSE REQUIREMENTS

For freshmen entering college beginning in Academic Year 2019-20, the South Carolina Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a 4-year public college in South Carolina. Some colleges require courses in addition to those listed below (see college catalogues for admission requirements). **Note: The Commission on Higher Education requirements may be adjusted at a later date to reflect changes in diploma requirements.**

FOUR UNITS OF ENGLISH: All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.

FOUR UNITS OF MATHEMATICS: These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

THREE UNITS OF LABORATORY SCIENCE: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/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's 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.

TWO UNITS OF THE SAME WORLD LANGUAGE: Two units with a heavy emphasis on language acquisition.

THREE UNITS OF SOCIAL SCIENCE: One unit of U.S. History, a half unit of Economics, and a half unit of U.S. Government are required. World History or Geography is strongly recommended.

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

ONE UNIT OF PHYSICAL EDUCATION OR ROTC. One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons. (Credit for Physical Education 1 may be available through Marching Band beginning in the 2019-2020 school year; please check with your guidance counselor to confirm.

TWO UNITS OF ELECTIVES: Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; World Languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).

Note:

1. Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra 1 **through the 2024-25 school year only**. Students who complete both courses will be awarded two math credits. There are no other substitutions for required math courses.
2. Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.

3. The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.

4. Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as honors, Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit (DC) courses. Please remember that students and their families will need to work with the colleges of their choice to determine how AP, IB, or DC courses will transfer in or be counted for graduation credits at the colleges of their choice.

5. It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school and to provide the web address for their viewing: http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/CollegeAwareness,PreparationAccess.aspx

6. This revision of the College Preparatory Course Prerequisite Requirements shall be fully implemented for students entering high schools beginning Fall 2015 and colleges and universities as freshmen beginning in Fall 2019. In the interim period, the 2011-12 version of the Prerequisites (approved by the Commission on Higher Education on October 5, 2006) remains acceptable.

7. The next revision cycle was planned to begin in Fall 2020.

Policy originally approved by the SC Commission on Higher Education on April 7, 1983, and revised May 7, 2015.

ACT

The American College Testing Assessment (ACT) and the Scholastic Aptitude Test (SAT) are tests used by college admission offices and scholarship selection committees as one of several indicators of students' potential to complete college level work successfully.

The ACT provides a measure of how well students can perform the skills necessary for college coursework. The ACT Assessment measures these skills in English, mathematics, reading and science reasoning. An optional writing test is also available. These areas are tested because they include the major areas of instruction in most high school and college programs.

Each of the ACT subtests is scored on a scale of 1 to 36. The optional writing test is also scored on a scale of 1 to 36. The composite score is derived from the four required subtests of English, mathematics, reading and science reasoning.

A composite of 24 on the ACT is comparable to a total score of 1100 on the Verbal and Math portions of the SAT.

SAT

The SAT (Scholastic Aptitude Test) is some college readiness test students who plan to go to college should take in the spring of their junior year and/or the fall of their senior year. The new SAT, offered first in the Spring of 2016, includes a Reading Test, Writing and Language Test, and a Math Test, with an optional essay component. The first three required sections take 3 hours, and the optional essay is an additional 50 minutes. Students should attempt to answer all questions since the scoring is based only on correct answers.

The reading and writing sections of the test focus on determining the meaning of words in context of reading passages; interpreting reading passages, tables, charts, and graphs; using evidence to analyze sentences and paragraphs. Math sections focus on problem solving, algebra, and advanced equations.

Students applying to York Technical College or other 2 year programs will be required to take placement tests. For additional requirements, please contact the individual institutions.

Please see your guidance counselor to ensure that you meet the requirements to take the ACT or SAT.

TECHNICAL COLLEGE PLACEMENT TESTS

Two-year technical colleges require different placement tests, not the ACT or SAT. The main purpose of the placement test is to help students identify strengths and needs, and to build a solid plan for success. **The primary test used by York Technical College is Next Gen (also called Accuplacer)**. Next Gen is available on the York Technical College campus for a fee.

EDUCATIONAL LOTTERY SCHOLARSHIPS

General Eligibility Criteria Scholarships and 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, and
- 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 South Carolina requirements are revised, changes will be made on the online version of this document until new catalogs are printed.

Palmetto Fellows Scholarship

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

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

- Score at least 1200 on the SAT or 25 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 the tenth, eleventh, or twelfth grades.
- Score at least 1400 on the SAT or 31 on the ACT by the November test administration and earn a minimum 4.00 cumulative GPA using the SC Uniform Grading Policy (UGP) at the end of the junior year.

Students cannot use these criteria to meet 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 <u>two</u> of the following three criteria:

1. Earn at least a 3.0 cumulative GPA based using the UGP upon high school graduation.
2. Rank in the top 30 percent of the graduating class.
3. Score at least 1100 on the SAT or 22 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. **Note: 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.

ADVANCED STUDIES

Students in Rock Hill Schools have three challenging advanced curricular opportunities in the junior and senior years. Each program has its own unique characteristics and advantages for college level coursework. Students should consider the merits of all programs to determine which one is right for them.

ADVANCED PLACEMENT (AP)

The Advanced Placement (AP) Program affords students the opportunity to engage in challenging and thought-provoking courses around a designated area of interest or strength for the student. While there are a wide variety of AP courses offered in the district, the AP coursework is not designed to be a connected or integrated program of study. AP courses allow students to delve deeply into the content and knowledge of a particular course. Student mastery of the content is measured by both multiple choice and essay questions. All AP courses, in general, emphasize strong writing and communication skills as well as critical and analytical thinking skills within the discipline. Universities across the United States recognize Advanced Placement courses as one of the best high school preparatory programs for college coursework and may award advanced standing in those courses based on the students' performance on the national AP exams. AP courses are weighted 1.0 quality points above college preparatory courses. Fees may be associated with taking AP courses if the course is paired with a dual credit course.

In addition to taking individual AP courses, students in Rock Hill Schools high schools have the opportunity to earn their AP Capstone, a diploma program from the College Board based on two year-long AP courses: AP Seminar and AP Research.

What Makes AP Unique?

- Students can choose specific AP courses around an area of strength or interest.
- Students explore a depth and breadth of knowledge within a specific content.
- Student performance is measured by nationally standardized assessment rubrics.
- Students get to explore the content area with other similarly interested students.
- Students are exposed to college level reading, writing, and critical thinking.
- AP is well-known and strongly regarded by highly selective public and private colleges.

Who Should Participate in AP Courses?

- Students who have challenged themselves in Advanced/Honors courses in grades 6-10
- Motivated students who can learn new information quickly and apply it analytically
- Students who have maintained at least a "B" average in the content area of the designated AP course
- Students who are self-starters, organized, and curious about a subject
- Students seeking advanced standing in public and private universities both in and out of state (college credit based on AP exam results)

What Advanced Placement courses are available?
Please note that course offerings are enrollment-dependent; therefore, every course may not be available at every high school. Some of the available IB courses include the following. Please speak to your school's AP Coordinator or your guidance counselor to discuss the full range of courses and opportunities. AP Language and Composition

- AP Literature
- AP Language
- AP American History
- AP European History
- AP Statistics
- AP Biology
- AP Chemistry
- AP Computer Science
- AP Art
- AP French
- AP Spanish
- AP Chinese
- AP Macroeconomics
- AP Government and Politics
- AP Psychology
- AP Environmental Science
- AP Calculus AB
- AP Calculus BC
- AP Human Geography
- AP Seminar
- AP Research

INTERNATIONAL BACCALAUREATE (IB) - ROCK HILL HIGH SCHOOL only

The International Baccalaureate Diploma Programme, currently only available at Rock Hill High School, is a two-year, academically challenging and balanced program that equips students for success at university and life beyond, preparing them to become creative problem-solvers and lifelong independent thinkers, equipped to succeed in a rapidly changing and increasingly global society. The program offers a holistic approach to educating students, which it achieves through both challenging coursework and additional core learning opportunities.

Details on the IB courses offered can be found in the course description portion of the course catalog.
In the IB Diploma Programme curriculum, students take one course from each of the six groups:

- Language and Literature
- Language acquisition (second language)
- Individuals and Societies (social studies)
- Sciences
- Mathematics
- The Arts (can be substituted for an additional course from the groups above)

In addition to the six IB courses, IB Diploma students complete the following three core components:

- Theory of Knowledge (TOK): An interdisciplinary course that encourages students to think about the nature of knowledge, to reflect on the process of learning in all of their IB subjects, and to make connections across them with an appreciation of other perspectives,

- Extended Essay (EE): An independently directed research paper, with support from a supervisor, which enables students to investigate a personally-chosen topic of interest, and develop the skills of research and writing that will be expected at universities, and

- Creativity, Activity, Service (CAS): Involvement in experiential learning through a range of artistic pursuits, sports, and community service activities to foster students' awareness and appreciation for life beyond the academic arena.

There are fees associated with taking IB classes/exams.

What Makes IB unique?

- Develops thinking, communication, social, self-management and research skills
- Values various ways in which students can demonstrate what they know
- Taught through international perspectives
- Student-centered approach
- Develops the "whole" student, not just the academic
- Highly regarded academic program

Who Should Participate in the IB Diploma Programme?

- Motivated, determined and committed students
- Students willing to challenge themselves academically
- Students who want to prepare themselves with the skills necessary for success at university, with the possibility of earning advanced standing and/or college credits

What International Baccalaureate courses are available?

Please note that course offerings are enrollment-dependent; therefore, every course may not be available at every high school. Some of the available IB courses include the following. Please speak to your school's IB Coordinator or your guidance counselor to discuss the full range of courses and opportunities.

- IB Language A: Literature
- IB Math Applications and Interpretation
- IB Math Analysis and Approaches
- IB Biology
- IB Chemistry
- IB U.S. History and History of the Americas
- IB Psychology
- IB French
- IB French ab initio
- IB Spanish
- IB Spanish ab initio
- IB Information Technology for a Global Society or IB Digital Society
- IB Visual Arts
- IB Theater Arts
- IB Music
- IB Theory of Knowledge

DUAL CREDIT

The Rock Hill Schools dual credit program is designed to offer college course experiences for students planning to attend a 4-year university or 2-year technical college. All courses within the Dual Credit Program have dual credit articulation agreements with public universities and technical colleges in South Carolina. Dual credit means that students can earn high school and college credit at the same time during their high school program. Some dual credit courses are "college transfer" courses to a 4-year university, while others are transferable within technical college programs only. Private universities (both in and out-of-state) and public out-of-state universities may not accept these courses for any credit. These courses carry a 1.0 quality point weighting over college preparatory courses.

All dual credit courses offered on Rock Hill Schools campuses are dependent upon the district having teachers who meet the subject specific qualifications of the credit-awarding institution and sufficient enrollment in the course. When these criteria are not met, courses may lose the dual credit articulation.

What makes dual credit unique?

- Students in both college preparatory and technical preparatory classes may be eligible for dual credit courses.
- College credit, which many SC public universities honor, is granted for passing the course with a C. Students should check with specific colleges for more information.
- Some courses are offered at the high school and others are offered on the college campus.
- There are numerous dual credit courses outside the mainstream course offerings.
- Grades earned in dual credit courses become part of the student's college transcript.

Who should participate in dual credit courses?

- Motivated college preparatory students seeking college transfer courses to a 4-year in-state public university
- Motivated students seeking an Associate Degree at a technical college
- Students who have finished the advanced program during grades 9 and 10 but who need an additional challenge in the junior and senior year
- Students interested in a post-secondary major within a field of study offered in the dual credit courses
- Students who are 16 years old and have a 3.0 GPA on the Uniform Grading Scale

Are there fees and material costs?

Dual credit courses have an associated college fee that is less than the amount students would have to pay for a college course after high school. Students who want to enroll in the dual credit options must agree to pay the fee, complete the necessary application or registration paperwork, and purchase any required textbook or designated materials outlined by the credit-awarding institution. Fees are due at the beginning of the semester the student is enrolled in the course. Please see your guidance counselor for information about potential costs.

What is the process for enrolling in a dual credit course?
Courses may be completed at an institution of higher learning and count as dual credit at the high school upon completing the following process:

1. Student and parent meet with the high school counselor.
2. Student and parent complete district contract and get college approval.
3. Student and parent turn in signed form to counselor at the high school who signs and forwards to Director of Secondary Education at the district office for approval.
4. Once approved, all dual credit courses taken during the school day will be listed on the student's schedule for the semester taken.
5. Student must have college send transcript sent to the high school counselor upon completion of college course work.

Note: Students must take at least two courses at the home high school campus in addition to dual credit courses taken elsewhere. Taking the course on the college campus is always dependent upon the schedule at the high school matching the time the college class is offered.

Students must have prior approval of the high school to take any dual credit course or dual enrollment course not offered on a Rock Hill Schools campus. Please check with your ;school counselor for any required form(s). Dual credit courses accepted for credit in Rock Hill Schools must be approved by the Rock Hill Schools Board of Trustees. Current course descriptions for dual credit courses can be found in the college's course catalog.

Students must meet entrance requirements of the institution of higher education from which college credit is given. Requirements may include a completed application, GPA (generally a 3.0), possible work samples, and possible teacher recommendations.

Students may also be responsible for entrance or course fees as determined by the institution of higher education. Please see your high school guidance counselor for specifics regarding entrance requirements and/or fees prior to enrolling in dual credit.

Dual credit courses must be approved by the Rock Hill School Board for each academic year. Please see RHS Courses Approved for Dual Credit for courses available for dual credit in Rock Hill Schools.

DUAL CREDIT THROUGH ACCELERATE

Accelerate is an intensive engineering program that offers virtual synchronous and non-synchronous courses to tenth, eleventh, and twelfth-graders through the South Carolina Governor's School for Science and Mathematics (GSSM). Most courses provided through the program are conducted via live interactive video conferencing, and all classes are supplemented by in-person camps, day trips, and research opportunities. Unlike GSSM's residential students, Accelerate students remain at their home schools and complete program requirements in addition to their regular coursework. Depending on students' choice of college and major, Accelerate offers them the opportunity to receive as many as 49 semester hours of college credit prior to finishing high school.

In Rock Hill Schools, students have the opportunity to participate in the GSSM Accelerate program at South Pointe High School. Students must apply and be accepted to the program in order to participate. Students who do not meet all requirements initially may be invited into the associated TEAM UP program in order to join their Accelerate cohort in the eleventh grade year.

Please see https://www.scgssm.org/accelerate for more information about the program or contact your school counselor.

DUAL CREDIT THROUGH PROJECT LEAD THE WAY (PLTW)

Rock Hill Schools is pleased to offer a number of high school engineering courses through Project Lead the Way (PLTW). Students may earn dual credit for PLTW courses through PLTW partner institutions if certain criteria are met. PLTW instructors should share these requirements at the beginning of the PLTW course so students and families can plan to apply for college credit if eligible and available.

There may be differences in criteria between PLTW partner institutions. For example, PLTW students may earn college credit through the University of South Carolina if they have an overall "B" or SAT Critical Reading + Math score of 1100, or equivalent ACT Composite score of 24, or PSAT score of 110. A student with a minimum stanine score of 8 on the PLTW end of course exam with other evidence of student performance being a final grade at minimum a “B” in the PLTW course, or a minimum stanine score of 7 with other evidence of student performance being a final grade at minimum an “A” in the PLTW course. Students may earn dual credit for this course through the Rochester Institute of Technology if they have an overall “B” average and score a minimum stanine score of 6 or higher.

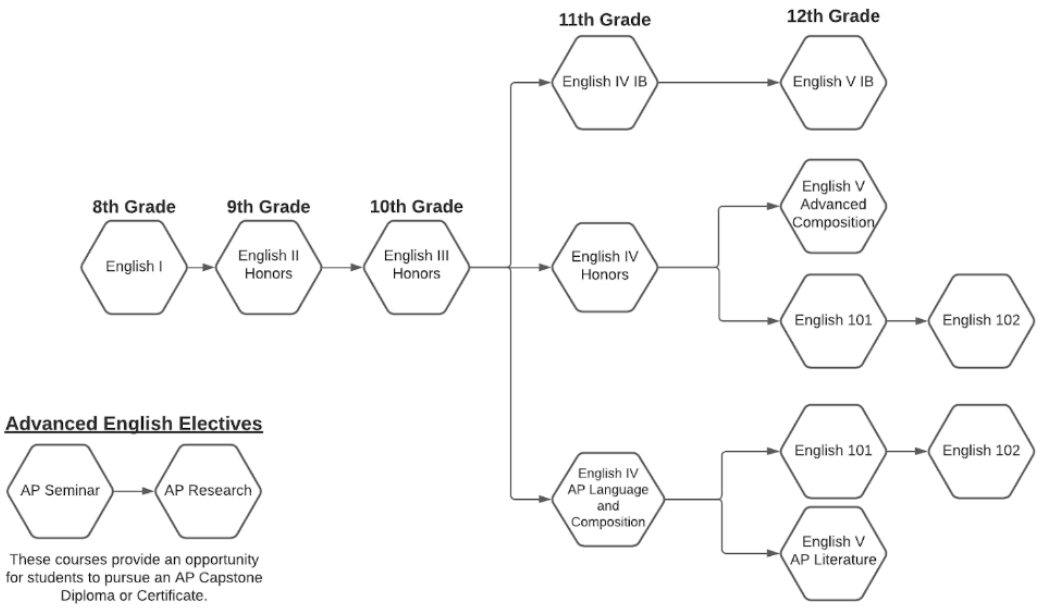
As with all courses, school offerings are dependent upon the availability of certified teachers and student enrollment in a course. Therefore, not all courses will be offered at every high school. Fees may be charged by partner universities for college credit.

Please see https://www.pltw.org/curriculum/pltw-engineering#curriculum for more information about the program or contact your school counselor.

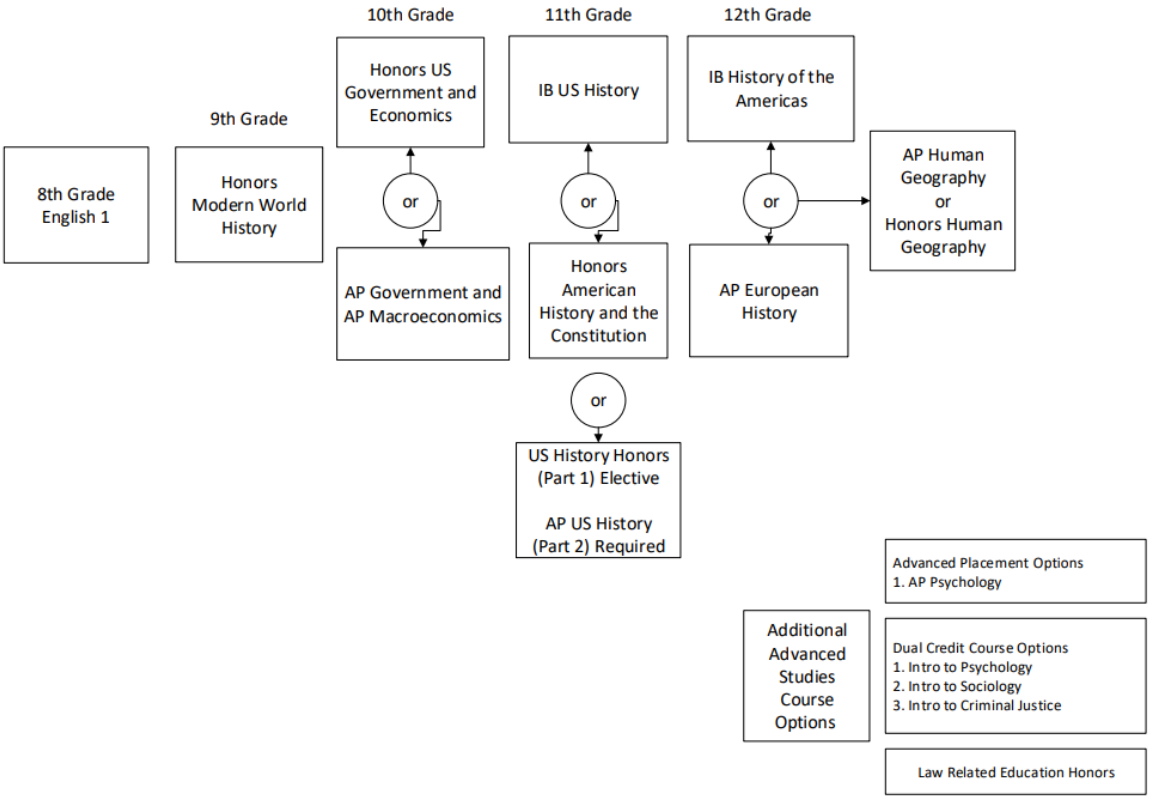
ADVANCED STUDIES SUMMARY

	International Baccalaureate	Advanced Placement	Dual Credit
Unique Features	Diploma or course program that offers core and elective courses that are integrated. Also includes Creativity, Activity, and Service components. Exam scores and policies of the college the student applies to will determine if college credit may be awarded. *Only available at RHHS.	Individual courses that allow students to pursue their particular field(s) of interest. Exam scores and policies of the college the student applies to will determine if college credit may be awarded.	Individual courses that allow students to pursue their particular field(s) of interest. Course grade determines credit and may affect student's cumulative college GPA.
Enrollment Requirement	Must have taken pre-requisite honors courses in ninth-tenth grades.	Must have taken pre-requisite courses.	Must be 16 years old and have a 3.0 GPA on the Uniform Grading Scale.
Grade Level	Eleventh-twelfth grades	Ninth-twelfth grades	Age 16 and tenth grade minimum
Exams	International exams and internal assessments are used to help determine college credit and eligibility for IB diploma.	National exams are used to determine college credit.	Final exams in the course are determined by the instructor, and do not by themselves determine college credit. Course grade determines credit.
Credit Options	Varies by college if student scores 4 or higher on course exams	Varies by college if student scores 3 or higher on course exams	Transfer of the credit to the student's college of choice is determined by the school the student attends after high school.
Cost	No charge for the course. Part of the exam fees are paid by the district. Students are required to pay a portion of these funds. See school IB Coordinator for details.	No charges for course or exams. Exams are paid for by the district.	Fees are determined by each college, but may be free within certain parameters. See school guidance counselor for details.

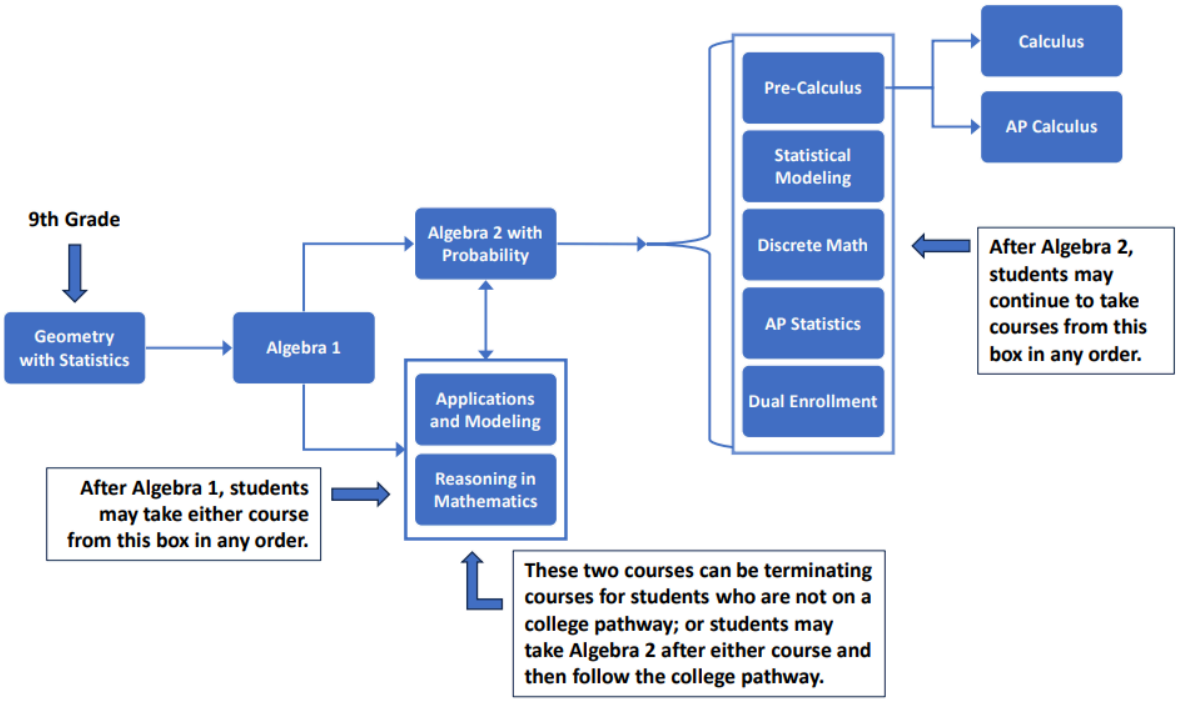
ENGLISH PROGRESSION FOR ADVANCED STUDIES



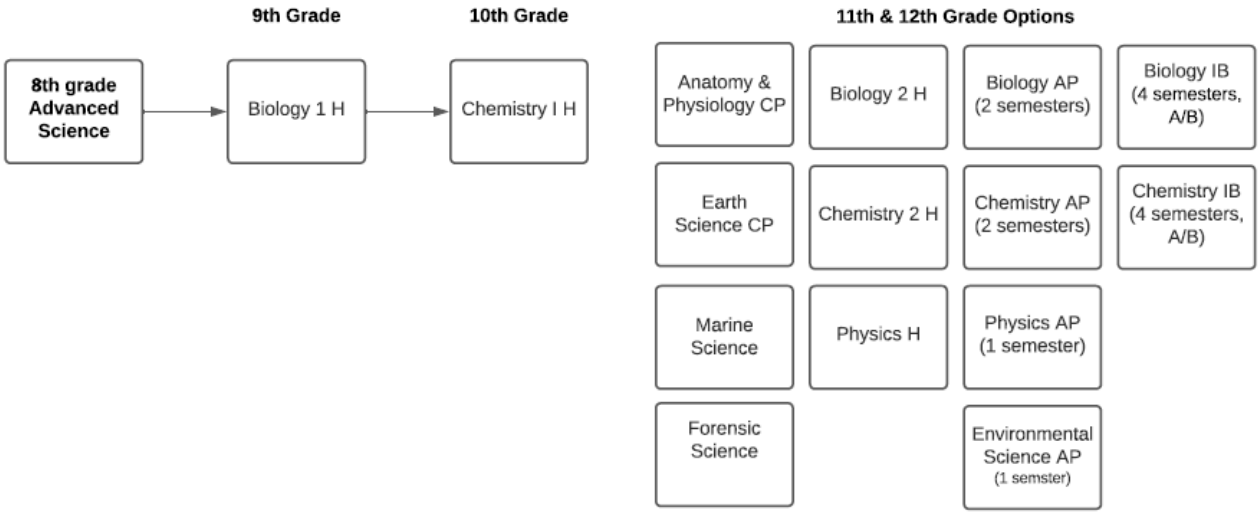
SOCIAL STUDIES PROGRESSION FOR ADVANCED STUDIES



MATH PROGRESSION



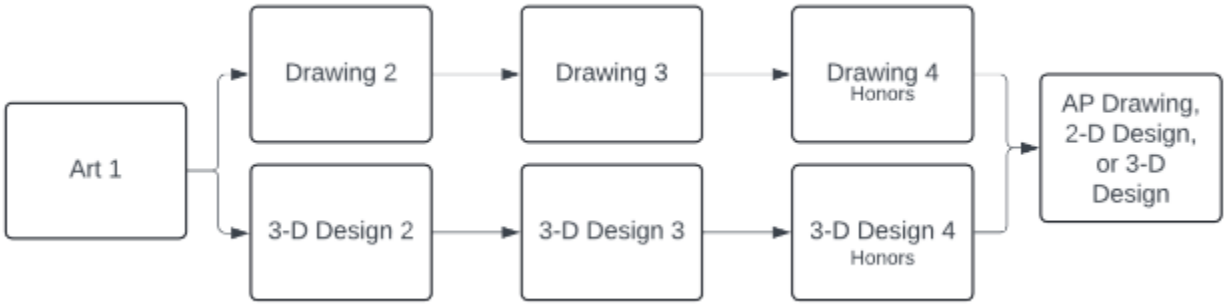
SCIENCE PROGRESSION FOR ADVANCED STUDIES



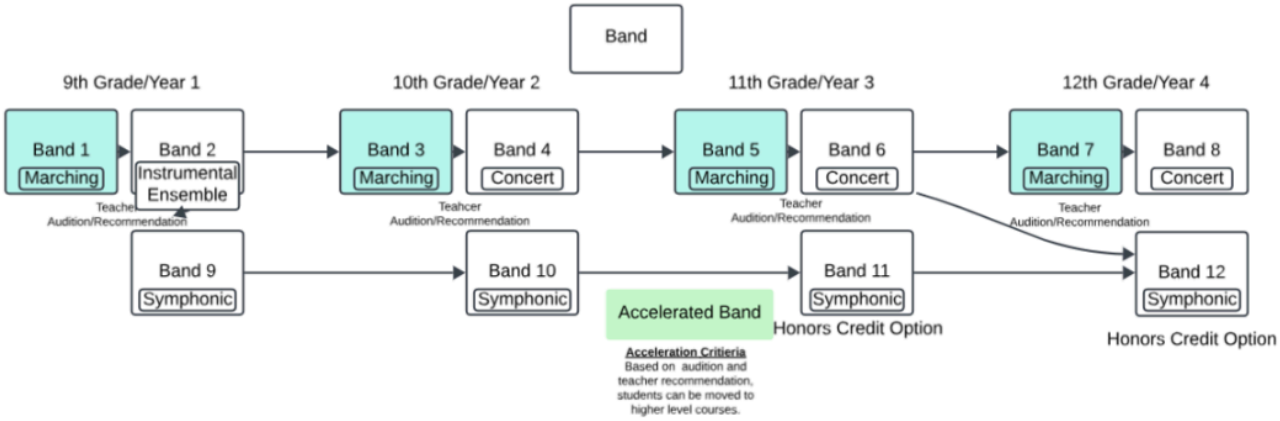
FINE ARTS PROGRESSION FOR ADVANCED STUDIES

There are opportunities for advanced study in many of the visual and performing arts. Advanced placement, IB, and honors courses are available with teacher recommendation and/or audition. Advanced courses require significant experience, skill, work ethic, and time commitment. Please communicate your desire to participate in advanced visual and performing arts opportunities with your arts instructor and guidance counselors.

Visual Art

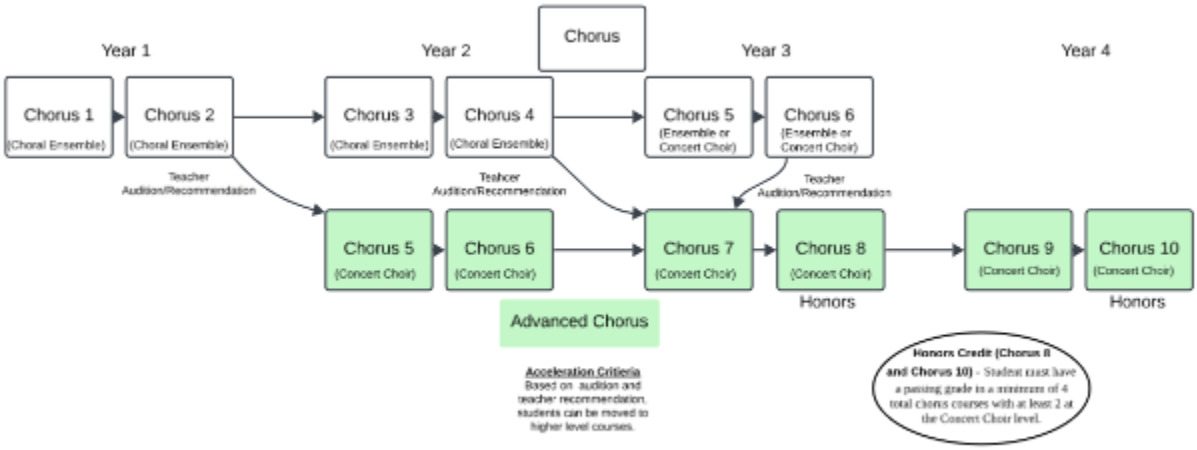


Band

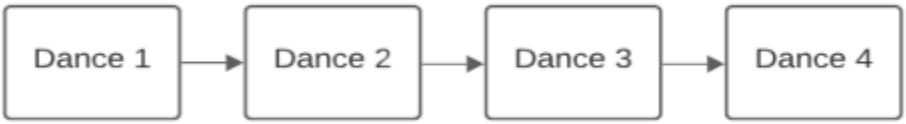


*Honors courses are embedded within college prep courses. A higher level of rigor and additional coursework are required of students enrolled at the honors level.

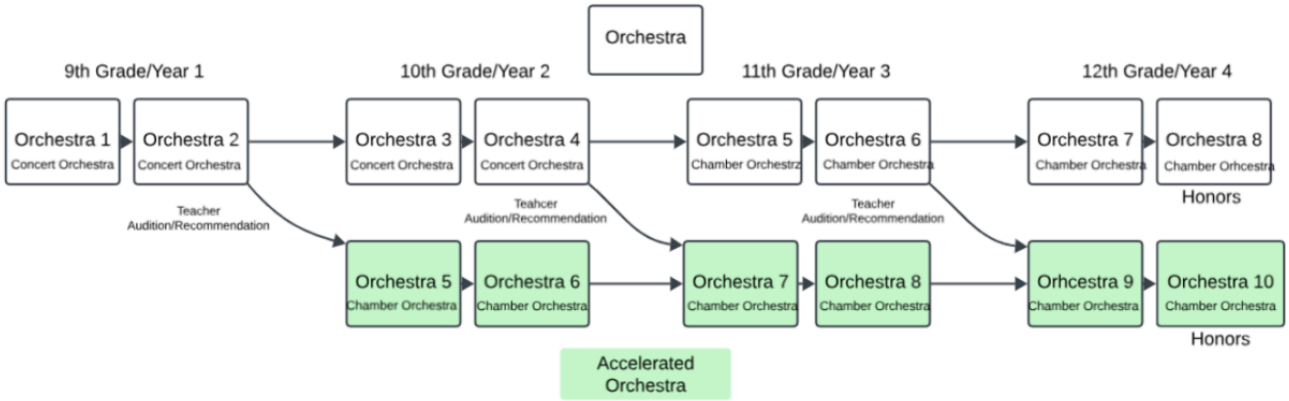
Chorus



Dance

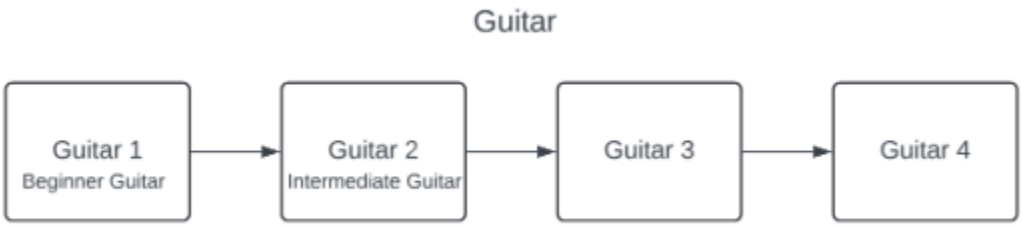


Orchestra

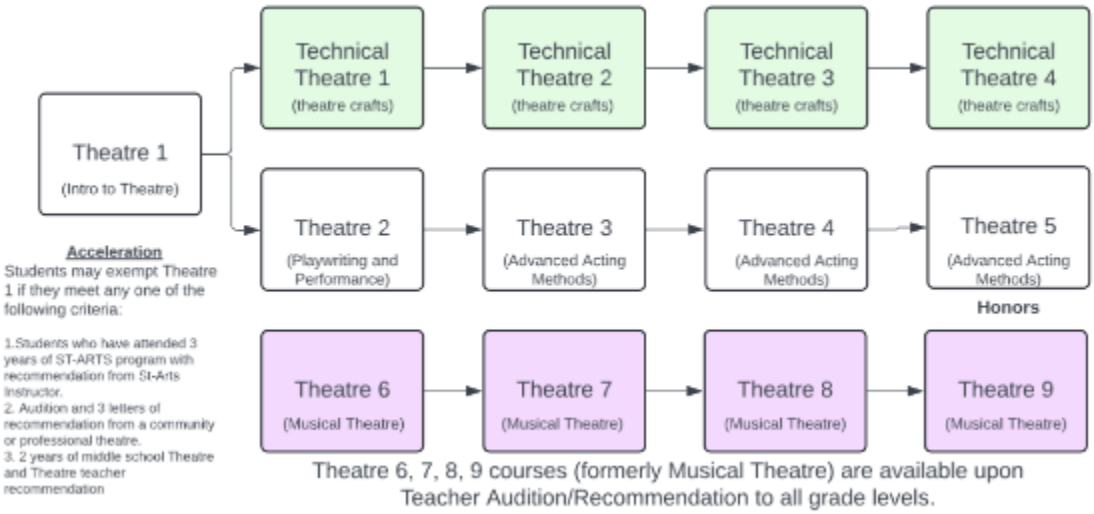


*Honors Courses are embedded within college prep courses. A higher level of rigor and additional coursework are required of students enrolled at the honors level.

Guitar


Guitar
Guitar 1
Beginner Guitar
Guitar 2
Intermediate Guitar
Guitar 3
Guitar 4

Theatre

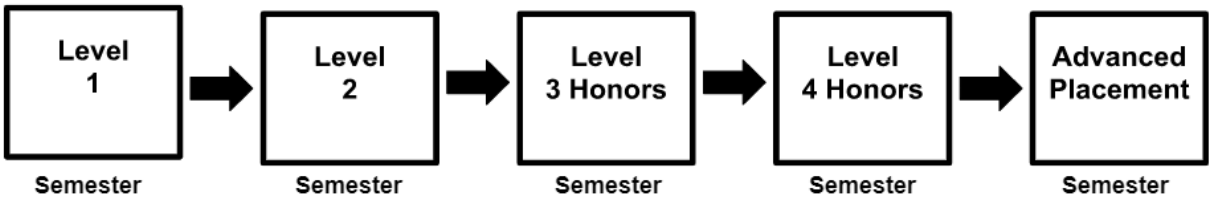

Theatre 1
(Intro to Theatre)
Technical Theatre 1
(theatre crafts)
Technical Theatre 2
(theatre crafts)
Technical Theatre 3
(theatre crafts)
Technical Theatre 4
(theatre crafts)
Theatre 2
(Playwriting and Performance)
Theatre 3
(Advanced Acting Methods)
Theatre 4
(Advanced Acting Methods)
Theatre 5
(Advanced Acting Methods)
Honors
Theatre 6
(Musical Theatre)
Theatre 7
(Musical Theatre)
Theatre 8
(Musical Theatre)
Theatre 9
(Musical Theatre)
Acceleration
Students may exempt Theatre 1 if they meet any one of the following criteria:
1.Students who have attended 3 years of ST-ARTS program with recommendation from St-Arts instructor.
2. Audition and 3 letters of recommendation from a community or professional theatre.
3. 2 years of middle school Theatre and Theatre teacher recommendation
Theatre 6, 7, 8, 9 courses (formerly Musical Theatre) are available upon Teacher Audition/Recommendation to all grade levels.

WORLD LANGUAGES PROGRESSION FOR ADVANCED STUDIES

Pathway 1

Students should graduate high school with a SC High School Diploma, Advanced Placement (AP) credit, and a SC Seal of Biliteracy in the studied language. It is important to note that the Level 4 course is currently optional; however, it is **strongly recommended** for students who desire to take AP language courses because the first three themes are covered in this course.

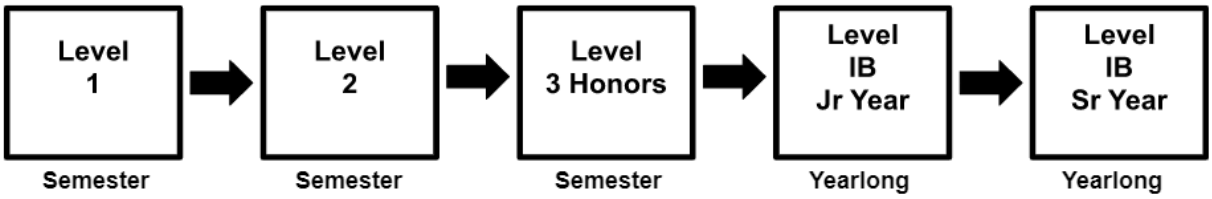
Applicable Languages: French, Mandarin, Spanish



Pathway 2

Students should graduate high school with a SC High School Diploma, an IB Diploma (or Certificate), and a SC Seal of Biliteracy in the studied language. Level 3 is strongly recommended; however, it is not a requirement. Please note that a strong appeal should be made to non-native speaking students to take level 3 to increase their chances of success in the IB program.

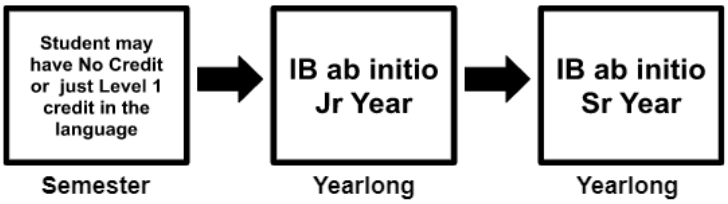
Applicable Languages: French, Spanish



Pathway 3

Students should graduate high school with a SC High School Diploma and an IB Diploma (or Certificate) in the studied language. Taking any level course in the language is not required.

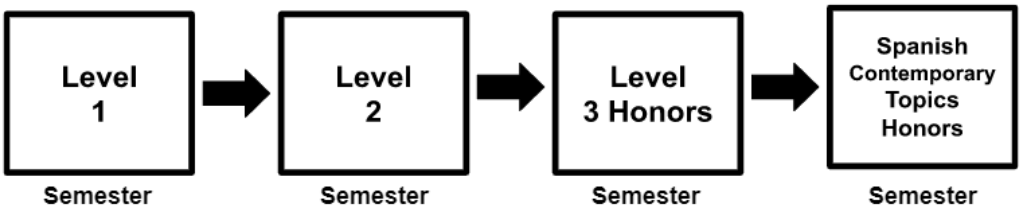
Applicable Languages: French and Spanish



Pathway 4

Students should graduate high school with a SC High School Diploma and a SC Seal of Biliteracy in the studied language. It is important to note that the first three levels of the language **are required** to take the Spanish Contemporary Topics Honors course.

Applicable Languages: Spanish



ALTERNATIVE LEARNING PROGRAMS

Sometimes students need a different path to graduation. Alternative programs help students to find the perfect fit for their needs, get ahead, catch up in courses, or re-take failed courses. Students should evaluate their options to select the right individual path.

ASPIRE ACADEMY

Aspire Academy serves district high school students. Within Aspire, there are five distinct categories. They are Personalized Learning Support, Behavioral Support, On-Track, Fast-Track and Twilight. Each category has a specific goal in mind and students will progress through in the appropriate category based on their individual needs.

Aspire supports students from all three high schools. Students may be referred to Aspire through an application process from an administrator at a high school. They may also be referred through a district expulsion process. Our focus is not only on academics but also on helping students make positive choices behaviorally and socially. After students successfully complete the necessary requirements, they may transition back to their home schools.

More information can be found under Aspire Academy on the Rock Hill Schools website.

RAVEN ACADEMY

Raven Academy is the middle schools' alternative school. Administrators from all five middle schools refer students to our program and from grades six through 8. Raven students get the support they need in academics, attendance, and behavior.

More information can be found under Raven Academy on the Rock Hill Schools website.

HIGH SCHOOL CHOICE PROGRAMS

STEAM

If you're familiar with STEM education, then you already know a bit about STEAM education. STEAM stands for Science, Technology, Engineering, Art, and Math and brings together a powerful combination of topics and techniques for educating students.

STEAM education is often viewed as an essential component in preparing today's students to be college and/or career-ready, which is a key outcome of the Profile of the South Carolina Graduate. Why? According to the U.S. Department of Education, "In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know-how to gather and evaluate evidence to make decisions." Enhancing such skills lies at the heart of STEM and STEAM education.

In Rock Hill Schools at the high school level, the STEAM choice option is offered at South Pointe High School. Please contact the school for more information related to STEAM programming and special course offerings. More information can also be found on the Rock Hill Schools website under Choice Programs.

DUAL LANGUAGE IMMERSION

Research supports that language learning has many added benefits.

In elementary, math, science and target language literacy are taught by the target language teacher entirely in Spanish or French for half (50%) of the school day. English, social studies and math reinforcement are then taught entirely in English with the English partner teacher for the second half of the day.

In middle and high school, students transition from being taught 50% of the day in the target language to experiencing more in-depth advanced language courses geared at refining their language skills in the three modes of communication: interpretive, interpersonal and presentational. Additionally, at the high school level, Dual Language Immersion students will also have the opportunity to participate in dual credit college classes.

In Rock Hill Schools at the high school level, the Dual Language Immersion choice option is offered at Rock Hill High School. Please contact the school for more information related to Dual Language Immersion programming and special course offerings. More information can also be found on the Rock Hill Schools website under Choice Programs.

ENGLISH LANGUAGE ARTS

Four Carnegie units earned in English courses are required for high school graduation. Students must pass English courses in sequence. AP and IB courses are listed in this section, but please see the dual credit listing under Advanced Studies Opportunities for information related to approved dual credit courses.

• English 1 **302400CW**

Stresses reading comprehension strategies, vocabulary development, and literary elements of short stories, poetry, drama, novel, and the epic. Compositions include narrative, expository, technical, creative, and reflective models in which students learn to inform, explain, analyze, and entertain. Research around a topic related to the readings will culminate in a mini-research paper. The emphasis on grammar as it relates to student writing will include an intense study of sentence patterns, sentence structure, usage, and mechanics. Argumentative writing is also a focus.

• English 1 with English 1 Essentials **302405CW**
• English Essentials course **309941CW**

Targets ninth grade students who need a combination of English 1 and English 1 Essentials in order to bolster reading and writing skills and provide extra time to complete English 1 standards. All grade level English 1 standards will be taught along with the English Essentials curriculum, including reading process and comprehension, analysis of text, word study, writing processes, and communicating through speaking, listening, and viewing. Special emphasis will be placed on reading and writing competencies. Pre-writing, writing, and editing strategies will play a prominent role in this course. Students who earn a 192-214 on the district Spring MAP test in eighth grade will be recommended for this course. Class sizes are small and instruction is targeted to students' individual needs. This combination class will be scheduled year-long. Students will earn one English credit and one English elective credit.

• English 2 **302500CW**

PREREQUISITE: English 1

Examines reading comprehension strategies, vocabulary development, and literacy and structured analysis of poetry, drama, fiction, and non-fiction. Although the writing component emphasizes expository and argumentative writing, students will compose in a variety of formats including, but not limited to, personal writing, poems, skits, business letters, memos, persuasive essays, speeches, and resumes. Students will complete short- and long-term research assignments related to the readings including, but not limited to, presentations, research papers, and projects. Grammar will be integrated in student writing with a focus on mechanics, usage, and sentence formation. Students will continue to use the writing process to develop compositions. **A state End of Course test counts as 20 percent of the course grade.**

• English 2 with English 2 Essentials **302505CW**
• English 2 Essentials **309942CW**

PREREQUISITE: English 1

Students will be placed in these two courses by teacher recommendation.

Targets tenth grade students who need a combination of English 2 and English 2 Essentials in order to bolster reading and writing skills and provide extra time to master English 2 standards. All grade level English 2 standards will be taught including, analysis of literary texts and informational texts, word study, writing process and genre study, and research. The English Essentials curriculum will target instruction in word analysis, reading comprehension and text analysis, and application of the writing process. This combination class will be scheduled all year on an A/B schedule. Students will earn one English credit and one English elective credit. **A state End of Course test counts as 20 percent of the course grade.**

• English 2 Honors **302590HW**

PREREQUISITE: English 1 in eighth grade / Minimum average of 80 is recommended.

Includes a study of the literary and structural elements of poetry, short stories, mythology, drama, nonfiction, and the novel. Composition includes essays and a research project. This course also provides an in-depth study of sentence patterns, sentence structure, usage, and mechanics. This course may be taught on an A/B day with the Honors Human Geography course at Northwestern and South Pointe High School. **A state End of Course test counts as 20 percent of the course grade.**

• English 3 **302600CW**

PREREQUISITE: English 2

Analyzes the relationships among American literature, history and culture and includes the chronological or thematic study of American literature from the Colonial Period to the Twentieth Century. Students write in a variety of formats with an emphasis on argumentative writing. Students develop composition, research, vocabulary, and oral communications skills needed for college. A cited research product will be developed and must follow MLA format.

• English 3 Honors **302690HW**

PREREQUISITE: English 2 Honors / Minimum average of 80 is recommended.

Includes a thematic study of American literature. Writing involves narrative, descriptive, and expository composition. Students develop speaking, listening, and research skills. A cited research product is required and must follow MLA format. Grammar skills are reviewed as needed.

• English 4 **302700CW**

PREREQUISITE: English

Analyzes the relationships among British literature, history, and culture and includes the chronological or thematic study of British literature from A.D. 450 to the present. The course also involves a study of relevant historical background material and history of the English Language. Students write in a variety of formats with an emphasis on argumentative and persuasive writing. Students develop composition, research, vocabulary, and oral communication skills needed for college.

• English 4 Honors **302790HW**

PREREQUISITE: English 3 Honors / Minimum average of 80 is recommended.

This course includes a thematic study of British literature in which historical knowledge will be applied. Reading, writing, and research assignments at this level include higher order thinking processes such as synthesis, reflection, and analysis. Students will make comparisons to modern-day works, analyze arguments, consider multiple perspectives and self-reflect on their own learning.

• English 4 AP Language and Composition **307100AW**

PREREQUISITE: English 3 Honors / Minimum average of 80 is recommended.

College-level course that emphasizes the composition of argumentative, analysis, and synthesis essays, as well as the close reading of both nonfiction and fiction selections from British literature. Students develop skills in critical analysis of diction, syntax, and persuasive strategies. Additionally, this course extensively prepares students for the writing portion of the SAT. State regulations require AP students to take the College Board administered exam.

• IB Language A: Literature HL 1 (previously English 4 IB) **301B00IW**
PREREQUISITE: English 3 Honors
Begins a two-year course that encourages a personal appreciation of literature and develops an understanding of the techniques involved in literary criticism; develops the students' powers of expression, both in oral and written communication, and provides the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations; introduces students to a range of literary works of different periods, genres, styles, and contexts; broadens the students' perspective through the study of works from other cultures and languages; develops the ability to engage in close, detailed analysis of written text; and promotes in students an enjoyment of, and lifelong interest, in literature. **It is taught on an A/B day and is paired with IB US History in the junior year.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• English 5 AP Literature **307000AW**
PREREQUISITE: English 4 IB or English 4 AP Language and Composition
Offers advanced work in literature and composition. Students study British and American fiction, poetry, drama, and nonfiction and write literary analysis of the literary works studied. State regulations require AP students to take the College Board administered exam. **This course is taught on an A/B schedule during the senior year and is paired with the AP European History Course.**

• IB Language A: Literature HL 2 (previously English 5 IB) **301C00IW**
PREREQUISITE: IB Language A: Literature HL 1
Extends the skills developed in IB Language A: Literature HL 1. This course emphasizes independent literary criticism and independent literary commentary of known and unknown works. Students will read works from a variety of other cultures. The course promotes clear expressions of ideas in both oral and written discourse. **It is taught on an A/B day and is paired with IB History of the Americas.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• English 5 Advanced Composition **303000HW**
PREREQUISITE: English IV Honors / Minimum average of 80 is recommended.
This course is designed for students who desire instruction in college-level writing. Students write in a variety of rhetorical modes including cause/effect, comparison/contrast, analysis, and argumentation. In addition, the course provides an intensive study of rhetoric in multiple genres of texts. The course emphasizes critical reading, grammar, and vocabulary. Students will complete a research project, and complete parallel reading assignments.

Note: Dual credit introductory composition courses – English Composition 101 and 102 – are available. In addition to requirements of the colleges offering the courses, Rock Hill Schools requires students to have completed an English 4 course prior to enrolling.

ENGLISH LANGUAGE ARTS ELECTIVES

• English as a Second Language **First Semester 379950CW**
Second Semester 379951CW
An elective credit that examines language development in speaking, reading, and writing through the study of developmentally appropriate fiction and non-fiction selections. The course will focus on developing strategies for reading comprehension, vocabulary, and writing fluency for emerging English speakers with a strong emphasis on oral and written communication skills appropriate for real-world settings.

• Survey of Young Adult Literature **309920CW**

This course is designed to survey modern young adult literature. It will include a variety of novels, focusing on books that are relevant to current societal issues.

• The Bible as Literature **309921CW**

PREREQUISITE: English 2 Honors or higher

The Bible has had a profound effect on Western culture, literature, art, music, and law. In order to understand much of Western arts and letters - and even history - students should have a working knowledge of the literature of the Bible. This course is designed to acquaint students with literary forms, styles, and content of Biblical materials and to point out Western literary and artistic indebtedness to the biblical heritage. The course will consist of reading, discussion, and written analysis of major literary selections from the Old and New Testaments. The Bible will be studied not as a religious document but as a source of ideas and style reflected in various works of world literature. Examples of biblical influence in Western literature and culture will provide further context for the material covered in the course.

• Creative Writing 1 **303200CW**

HIGHLY RECOMMENDED: English 1 credit

Focuses on the study of creative writing by developing non-fiction, fiction, and poetry writing skills. The course involves detailed writing activities using poems, personal essays, and short stories.

• Creative Writing 2 **303202CW**

PREREQUISITE: Creative Writing 1

Progresses to a highly sophisticated and intense study of writing nonfiction, fiction, and poetry that includes, but is not limited to, advanced poetic forms, plays, narratives, and essays. The class may also assist with the production of the school literary magazine.

• Speech and Communication **304000CW**

Includes a study of basic public speaking for special occasions. Students will first study skills required for effective communication and then apply those skills to a series of speeches they will give in class. Instruction may also be provided to other speech-related skills such as preparing for job applications and interviews, group problem-solving, oral interpretation, critical listening, radio and television communication, and parliamentary procedure and debate.

• Journalism 1 **305000CW**

PREREQUISITE: Minimum average of 80 in English is recommended.

Covers the functions of modern media, the techniques of news-gathering and interviewing, and practical experience in each area of news-gathering (news, features, sports stories, editorials and columns, headlines, photography, layout, and advertisements). Students will analyze school, regional, and national media productions.

• Journalism 2 - Newspaper Production **First Semester 305100CW**
Second Semester 305101CW

PREREQUISITE: Journalism 1 or Applied Technology Center Graphic Arts and Visual Communication courses. Covers the advanced study of writing, editing, photography, advertising, graphics, and design. This course also introduces students to broadcasting and public relations. This course involves the application of newspaper skills to organizing a newspaper staff and publishing school newspapers**.** **Teacher recommendation required following interview with presentation of sample(s) of writing, photography and/or visual communication.**

• Broadcast Journalism **305102CW**

PREREQUISITE: Journalism 1 and teacher recommendation

This course provides students with training in the areas of news writing, video production, radio production, and recording arts. Students are selected through an application and interview process. Members of the class will produce the morning show and work on other special projects related to journalism and public relations at the school level. **Teacher recommendation, interview, and presentation of sample(s) of work are required.**

• Journalism 3 Honors - Newspaper Production **309903HW**

PREREQUISITE: Journalism 2 and teacher recommendation

Covers the production of the newspaper. Students will provide training to other student staff members, edit peer work, serve as section editors, design layout, and lead staff meetings. **Teacher recommendation, interview, and presentation of sample(s) of work are required.**

• Journalism 4 Honors - Newspaper Production **309904HW**

PREREQUISITE: Journalism 3 Honors and teacher recommendation

This course will be offered to students who have completed Journalism 1, 2, and 3 have been recommended for this honors level newspaper class. Emphasis will be on developing effective leadership and decision-making skills that are grounded in the journalists' code of ethics and First Amendment law. Students will submit a portfolio assessment aligned with state and national standards.

Teacher recommendation, interview, and presentation of sample(s) of work are required.

• Yearbook Production **First Semester 305400CW**

Second Semester 305401CW

PREREQUISITE: Application, interview and yearbook advisor approval

Open to tenth-twelfth graders, the yearbook program incorporates aspects of mass communications and journalism including, but not limited to, interviewing, copywriting, copy editing, reporting, layouts, photography, digital editing, marketing, and financials. This course requires a significant amount of time and dedication outside the classroom as well as a strong sense of leadership, initiative, and teamwork. **Students must be enrolled in this course to be on the yearbook staff.**

MATHEMATICS

Four units for math are required for graduation. AP and IB courses are listed in this section, but please see the dual credit listing under Advanced Studies Opportunities for information related to approved dual credit courses.

• Geometry with Statistics **412200CW**

Geometry with Statistics builds essential concepts necessary for students to meet their post-secondary goals (whether they pursue additional study or enter the workforce), to function as effective citizens, and to recognize the wonder, joy, and beauty of mathematics (NCTM, 2018). The course develops mathematical knowledge and skills through visual representations prior to the more abstract development of algebra. Students will have the opportunity to build their reasoning and sensemaking skills, see the applicability of mathematics, and prepare more effectively for further studies in algebra. The course also focuses on statistics in analyzing data, which provides students with tools to describe, show, and summarize data in the world around them. In GS, students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study.

• Geometry with Statistics Honors **412290HW**

PREREQUISITE: Algebra 2 Honors

Students in this course will study all the topics included in Geometry with Statistics (such as congruence and similarity, transformations, probability, properties of triangles and quadrilaterals, trigonometry, and causation vs. correlation). Honors students will study additional topics including triangle centers, coordinate geometry proofs, Law of Sines, and Law of Cosines.

• Algebra 1 **411400CW**

PREREQUISITE: Geometry

The Algebra 1 course provides students the opportunity to develop fluency creating, interpreting, and translating between various forms of linear, quadratic, and exponential equations and functions. It includes the following mathematical concepts: real numbers, solving equations, word problems involving equations, operations of polynomials, factoring, algebraic fractions, applying algebraic fractions to word problems, functions, systems of linear equations, inequalities, graphing in a coordinate plane, operations using rational and irrational numbers, and quadratic functions with applications. **The state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) will be administered and will count 20 percent of the final grade.**

• Applications and Modeling **411900CW**

PREREQUISITE: Geometry and Algebra 1

Applications and Modeling (AM) is a specialized mathematics course developed to expand on and reinforce the concepts introduced in Geometry with Statistics and Algebra 1 by using those concepts to represent and analyze data and make predictions and inform judgments about real-world phenomena. AM is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and career-based decision making. In this course, students explore decision making for financial planning and management, design in three dimensions, interpret statistical studies, and create functions that model problems faced by society. Measurements are taken from the real world, and technology is used extensively for computation, with an emphasis on students' interpretation and explanation of results in context.

• Algebra 2 with Probability **411500CW**

PREREQUISITE: Geometry

A2P serves to deepen understanding and intuition about a wide variety of functions such as polynomial, rational, radical, exponential, and piecewise. Building on principles learned from Geometry and Algebra 1, the purpose of this course is to graphically investigate and compare functions, analyze rates of change, and determine solutions of "real-world" problems at a higher conceptual level than can be achieved algebraically. A2P also includes the study of complex numbers, matrices, and probability. The study of complex numbers introduces students to the complex number system and its impact on solutions of equations. Matrices provide a method for students to organize, store, and mathematically work with large amounts of data. A2P will concentrate on using small data sets. Finally, the study of probability will continue the study of data, probability, and statistical reasoning units that began in Geometry

• Algebra 2 with Probability Honors **411590HW**

PREREQUISITE: Algebra 1 or Geometry in eighth grade / Minimum grade of 80 is recommended.

Honors Algebra 2 with Probability students study all the topics included in Algebra 2 with Probability as well as, but not limited to the Binomial Theorem, conics, logs and exponents, the unit circle, and sequences and series. The honors curriculum places an emphasis on critical thinking and inductive reasoning. Additional topics will be added by the instructor to enrich and prepare students for higher level mathematics in the AP and IB programs.

• Pre-Calculus **413100CW**

PREREQUISITE: Algebra 2 and Geometry

Pre-Calculus includes a study of relations and functions, the Binomial Theorem and logarithmic functions. This course introduces sequences and series, circular functions, their applications, and the inverses of circular functions. This course also covers trigonometric identities, trigonometric equations, trigonometric tables, and right-triangle trigonometry.

• Pre-Calculus Honors **413100HW**

PREREQUISITE: Algebra 2 Honors and Geometry Honors

Pre-Calculus Honors includes a study of relations and functions, circular functions and their applications; the inverses of circular functions; trigonometric identities; trigonometric equations; trigonometric tables, and right-triangle trigonometry; logarithmic and exponential functions; limits, sequences and series. The honors curriculum places an emphasis on critical and analytical thinking skills and inductive and deductive reasoning. Students are expected to use technology, including graphing calculators and computers, throughout the course.

IB Mathematics Applications and Interpretation **SL 1 - 312C00IW**
SL 2 - 312D00IW

PREREQUISITE: Algebra 2 Honors and Geometry Honors

A two-course series that encompasses and extends topics and concepts of advanced mathematics. The goals of the course are to develop proficiency with mathematical skills, expand understanding of mathematical concepts, and to improve logical thinking. Concepts include linear relations and functions; theory of equations; nature of graphs; trigonometric functions; trigonometric identities and equations; graphs of trigonometric functions; application of trigonometry; sequences and series; exponential functions; graph theory; probability; statistics; data analysis; two-dimensional geometry; three-dimensional geometry; limits and derivatives; and logarithms. A major project is required as a part of the final grade. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

IB Mathematics Analysis and Approaches **SL 1 - 312G00IW**
SL 2 - 312H00IW

PREREQUISITE: Algebra 2 Honors and Geometry Honors
A two-course series that prepares the student for post-high school science and mathematics courses. This course includes linear, quadratic, and polynomial functions; exponents and logarithms; analytic geometry; trigonometric functions, formulas, equations and applications; triangle trigonometry; complex numbers; vectors; sequences and series; combinations; probability and statistics; curve fitting and models; limits and derivatives; integrals; volumes of solids; data analysis; hypothesis testing; data distributions; function transformations; graph theory; set theory; matrices; and derivative and integral application. Mathematical explorations are required as a part of that final grade. Additional topics determined by the instructor may also be included for success in future math courses**.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• Calculus Honors **First Semester 413500HW**
PREREQUISITE: Pre-Calculus, Pre-Calculus Honors, IB Mathematics Applications SL 1, or IB Mathematics Analysis SL 1
Includes properties of functions (algebraic, trigonometric, exponential, logarithmic) limits, derivatives, and applications of derivatives. This course also includes techniques of integration, the definite integral, and applications of the integral. This course is the first part of the AP Calculus course.

• AP Calculus AB **Second Semester 417000AW**
PREREQUISITE: Calculus Honors or Math SL
Calculus Advanced Placement includes properties of functions (algebraic, trigonometric, exponential, logarithmic), limits, derivatives, and applications of derivatives. This course also includes anti-derivatives, application of anti-derivatives, techniques of integration, the definite integral, applications of the integral, and slope fields. Optional topics include vectors, polar coordinates, and other integration techniques. State regulations require AP students to take the College Board administered exam. **Students will prepare to take the Calculus AB and/or BC exam upon completion of this course.**

• AP Calculus BC **417200AW**
PREREQUISITE: Calculus Honors or Math SL
AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB 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. State regulations require AP students to take the College Board administered exam.

• Statistical Modeling **412000CW**
This course is designed to prepare students for success in post-secondary statistics courses. Students build on the conceptual knowledge and skills they mastered in previous mathematics courses in areas such as probability, data presentation and analysis, correlation, and regression. The Key Concepts in this course are: probability; probability distributions; descriptive statistics; inferential statistics; correlation and regression; and statistical research.

• Statistical Modeling Honors **412090HW**

PREREQUISITE: Algebra 2

Key concepts include interpreting data, conditional probability and rules of probability, using probability to make decisions, making inferences and justifying conclusions, and statistical research. The honors curriculum places an emphasis on critical and analytical thinking skills and writing skills. Students are expected to use technology, including graphing calculators and computers, throughout the course.

• AP Statistics **417100AW**

PREREQUISITE: Probability and Statistics Honors

A rigorous math course for advanced students that includes the following themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. The purpose is to introduce students to the major concepts and tools of elementary statistics as they collect, analyze, and draw conclusions from data. Students could take this course before or after AP Calculus or IB Math. State regulations require AP students to take the College Board administered exam.

SCIENCE

Three units of science are required for high school graduation. Four units are highly recommended. College-bound students should be mindful of laboratory science credits. Colleges prefer that students have three units of laboratory science. All science courses listed in this section, unless otherwise noted, are laboratory science courses. AP and IB courses are listed in this section, but please see the dual credit listing under Advanced Studies Opportunities for information related to approved dual credit courses.

• Biology 1 **322100CW**

In Biology 1, students will engage in thinking and problem-solving as young scientists and engineers, to help them better experience Biology as related to their everyday lives. The learning experiences in this course are center around Science and Engineering practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). The course will be taught according to the 2021 SC Science College- and Career-Ready Standards. Students will learn about biological concepts from the microscopic to the macroscopic level in preparation for advanced science courses. **This course has a state End of Course exam that will count for 20 percent of the final course grade.**

•Biology 1 Honors **322190HW**

PREREQUISITE: Minimum grade of 85 in both Science 8 Advanced and Algebra 1 in Grade 8; must also take Honors Algebra 2.

In Biology 1 Honors, students will engage in thinking and problem-solving as young scientists and engineers, to help them better experience Biology as related to their everyday lives. In Biology I Honors, students' experiences will reach a greater depth than the experiences of Biology 1. The learning experiences in this course are center around Science and Engineering practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). The course will be taught according to the 2021 SC Science College- and Career-Ready Standards. Students will learn about biological concepts from the microscopic to the macroscopic level in preparation fo advanced study in Advanced Placement, International Baccalaureate, and dual credit. **This course has a state End of Course exam that will count for 20 percent of the final course grade.**

• Physical Science **321100CW**

This inquiry-based course includes investigations of the basic principles of chemistry and physics. The chemistry portion of the course places emphasis on the periodic table of the elements as it is used in the study of atomic structure and chemical changes. The physics portion of the course includes the study of energy as related to gravity, motion, electricity, magnetism, heat, light, and sound. Physical Science is not considered a laboratory science course.

• Physical Science Honors **321190HW**

This inquiry-based course includes the basic principles of chemistry and physics. The chemistry portion of the course places emphasis on the periodic table of the elements as it is used in the study of atomic structure and chemical changes. The physics portion of the course includes the study of energy as related to gravity, motion, electricity, magnetism, heat, light, and sound. Honors students are expected to have a strong math background for more independent lab investigations. Physical Science is not considered a laboratory science course.

• Integrated Science **321000CW**

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

• Biology 2 **322201CW**

PREREQUISITE: Biology 1 / Recommended: Physical Science and/or Chemistry 1

This laboratory science course includes two major segments. Students will study human anatomy and physiology including the major body systems. The other segment of this course is the study of Linnaean Classification including details about organisms in each of the six kingdoms. Several of the 2021 SC Science College- and Career-Ready Standards are incorporated into the content of this course. Biology 2 is heavily project-based and designed to lead students through a greater depth of biological study.

• Biology 2 Honors **322200HW**

PREREQUISITE: C average in Biology 1 and Chemistry 1 and teacher recommendation.

This laboratory science includes an introduction to the chemistry of life and a study of cell anatomy and physiology, cellular energetics, molecular genetics, and structure and function of the human body with emphasis on laboratory dissections. Several of the 2021 SC Science College- and Career-Ready Standards are incorporated into the content of this course.

• AP Biology (2 courses over 1 year) **First Semester 327290HW**
Second Semester 327200AW

PREREQUISITE: Biology I and Chemistry I/ Minimum grade of 80 is recommended.

This rigorous college-level course is designed for students with superior academic ability, active interest in the life sciences, and a desire for challenge. It is a laboratory science that includes the topics covered in the first two semesters of biology at most colleges and universities. Topics studied include ecology, evolution, biochemistry, cells, enzymes and metabolism, plants and animal structure and function, heredity and molecular genetics. The course has a significant laboratory component, and students will develop the ability to design and implement scientific investigations. The course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to work within the rapidly growing field of science. Students receive 2 credits: Biology 2 Honors and AP Biology. State regulations require AP students to take the College Board administered exam.

• IB Biology SL 1 **322D00IW**

PREREQUISITE: Biology 1 and Chemistry 1 / Honors recommended

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. The topics studied include molecular biology, cells, genetics, ecology, evolution and biodiversity, and human physiology. There is also a laboratory component to the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Biology SL 2 **322A00IW**

PREREQUISITE: IB Biology SL 1

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. The topics studied include molecular biology, cells, genetics, ecology, evolution and biodiversity, and human physiology. There is also a laboratory component to the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Biology HL **HL 1 - 322B00IW**
HL 2 - 322C00IW
PREREQUISITE: Biology 1 and Chemistry 1 / Honors recommended
A two-course series that constitutes the International Baccalaureate (IB) requirements. It is taught on a year-long A/B schedule and is paired with another IB course. The topics studied include cells, biochemistry, genetics, nucleic acids and proteins, biotechnology, plant physiology, photosynthesis and cellular respiration, ecology and conservation, biological evolution and classification, and human physiology. Topics studied for HL go into more depth than in an SL course. An option topic will be selected from neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, or human physiology. There is also a laboratory component to the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• Chemistry 1 **323100CW**
PREREQUISITE: Algebra / Recommended: Physical Science
This laboratory science course provides an introduction to the basic concepts and laboratory experiences which includes scientific inquiry, atomic structure and nuclear processes, chemical compounds and reactions, phases of matter and chemical solutions.

• Chemistry 1 Honors **323190HW**
PREREQUISITE: Algebra 2 Honors / Minimum grade of 70 or teacher recommendation is recommended.
This laboratory science course that provides an introduction to the basic concepts and laboratory experiences which will prepare students for advanced study in the sciences. Topics include scientific inquiry, atomic structure and nuclear processes, chemical compounds and reactions, phases of matter and chemical solutions.

• Chemistry 2 Honors **323200HW**
PREREQUISITE: Biology 1 and Chemistry 1 / Minimum grade of 70 is recommended.
This laboratory science provides a more detailed study of the basic chemical concepts included in Chemistry 1. Topics include atomic structure, stoichiometric calculations, thermochemistry, electrochemistry, periodic relationships, and reaction types. Students will learn about both organic and nuclear chemistry with an extensive series of laboratory experiments, including qualitative analysis, to supplement classroom instruction.

• AP Chemistry (2 courses over 1 year) **First Semester 327390 HW**
Second Semester 327300AW
PREREQUISITE: Chemistry 2 Honors, Algebra 2, and Geometry / Minimum grade of 80 is recommended.
This laboratory science course includes the topics covered in the first two semesters of chemistry at most colleges and universities. Study topics include stoichiometry, chemical reactions, atomic theory, periodicity, bonding, states of matter, thermochemistry and thermodynamics, kinetics, equilibrium, acids and bases, electrochemistry, nuclear reactions, qualitative analysis, and organic chemistry. The course has a significant laboratory component, and students will develop the ability to design and implement scientific investigations. Students receive 2 credits: Chemistry 2 Honors and AP Chemistry. State regulations require AP students to take the College Board administered exam.

• IB Chemistry SL 1 **323D00IW**

PREREQUISITE: Biology 1 and Chemistry 1 / Honors recommended.

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. The topics studied include stoichiometry, atomic theory structure, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry, and measurement and data processing. There is also a laboratory component to the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Chemistry SL 2 **323A00IW**

PREREQUISITE: IB Chemistry SL 1

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. The topics studied include stoichiometry, atomic theory structure, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry, and measurement and data processing. There is also a laboratory component to the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Chemistry HL **HL 1 - 323B00IW**
HL 2 - 323C00IW

PREREQUISITE: Chemistry 1, Algebra 2 and Geometry / Minimum grade of 80 is recommended.

This laboratory science is a 2-credit course taken in the junior and senior years. IB Chemistry includes the topics covered in the first two semesters of chemistry at most colleges and universities. The topics studied include stoichiometry, atomic theory structure, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry, and measurement and data processing. In addition, two topics will be selected for further study from the following options: human biochemistry, drugs and medicines, environmental chemistry, chemical industries, fuels and energy, modern analytical chemistry, and further organic chemistry materials, biochemistry, energy, and medicinal chemistry. The course has a significant laboratory component and a cross-curricular science investigation. Students will develop the ability to design and implement scientific investigations. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• Physics **324100CW**

PREREQUISITE: Algebra 1 and Geometry / Recommended: Algebra 2

This laboratory science course includes the study of mechanics and thermodynamics, wave motion, optics, sound, electricity, magnetism, nuclear and atomic physics. Although emphasis will be on qualitative comprehension of concepts, the study will develop analytical and mathematical skills necessary to solve elementary physics problems and will include introductory laboratory exercises.

• Physics Honors **324100HW**

PREREQUISITE: Geometry and Pre-Calculus (Recommended)

This laboratory science course involves an in-depth study of vectors, graphical analysis, kinematics, dynamics, rotary motion, simple harmonic motion, laws of conservation of mass, energy, and momentum, heat measurement, laws of thermodynamics, conservation of heat exchange, kinetic theory, gas laws, heat and work relationships, properties and characteristics of waves, sound, light, static and current electricity and electromagnetism.

• AP Physics I **328200AW**

PREREQUISITE: Algebra 2 and Geometry

This laboratory science course is an algebra-based, introductory college-level physics course. Students learn the principles of physics by exploring the following concepts: Newtonian mechanics, work, energy and power, mechanical waves and sound, and simple circuits. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on inquirybased laboratory work as they explore these concepts. Students will prepare to take the AP Physics I exam upon completion of this course. State regulations require AP students to take the College Board administered exam.

• Anatomy and Physiology **326300CW**

PREREQUISITE: Biology 1 and Chemistry 1

This laboratory science course focuses on the structure and function of the human body with emphasis on the histology and gross anatomy of the body. Topics such as diseases, bodily dysfunctions, immunology, clinical advances, and health careers are discussed to give relevance and meaning to the students. The course is most beneficial to students who plan to enter health-related careers.

• Anatomy and Physiology Honors **326300HW**

PREREQUISITE: Biology 1 Honors and Chemistry 1 Honors

This laboratory science course focuses on the structure and function of the human body with emphasis on the histology and gross anatomy of the body. These concepts will be addressed in greater depth than in Anatomy and Physiology. Topics such as diseases, bodily dysfunctions, immunology, clinical advances, and health careers are discussed to give relevance and meaning to the students. The course is most beneficial to students who plan to enter health-related careers.

• Earth and Space Science **326500CW**

PREREQUISITE: Biology 1

This laboratory science course includes the study of the composition of the Earth and the dynamic forces that shape the Earth including plate tectonics, earthquakes, and volcanoes and the composition of the Earth. The course also includes the mapping of the Earth's surface, the movement of the Earth through space, and the use of satellite technology to create the global positioning system. The stars and galaxies, sun, planets, and the effect of the moon on Earth are also explored along with how the Earth is eroded through wind, water, glaciers, and waves. The course concludes with a study of the origin of the universe, geologic time and the history of the continents.

• Environmental Science **326100CW**

PREREQUISITE: Biology 1

Designed to assist students in the development of a "beyond one's self" view of the world, a review of basic ecological principles will give the scientific grounding for a more thorough investigation of the environmental issues faced today. Students will explore various aspects of environmental science through service projects, environmental awareness and the understanding of how each person can help protect the Earth.

• AP Environmental Science **327700AW**

PREREQUISITE: Biology 1 CP or Honors and Chemistry 1 CP or Honors, Algebra 2

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will also identify and analyze environmental problems and examine alternative solutions to resolving or preventing environmental problems. This course will prepare students for the Advanced Placement Examination that is given by the College Board. In addition, this course exposes students to a wide range of disciplines as Environmental Science is built upon the foundations established in Biology, Chemistry, Geology, and Geography. State regulations require AP students to take the College Board administered exam. **Guidance counselors may recommend some students take Environmental Science paired with Biology 1 in the same year.**

• Marine Science **322500CW**

PREREQUISITE: Biology 1

This course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment and the interrelationships among the disciplines. The course will provide opportunities for student participation in experimentation, dissection, and decision-making. The National Ocean Literacy standards will be implemented in this course.

• Introduction to Forensic Science **324500CW**

PREREQUISITE: Biology 1 and Chemistry 1

This course exposes students to the means in which science is used to solve crimes. Forensic pathology and anthropology will also be introduced. Students will participate in inquiry investigations in which they are presented with mock crime scenes. They will learn to process crime scenes and determine which forensic science techniques are most appropriate. There may be student costs associated with the purchase of additional instructional materials.

• Clean Energy Systems **638000CW**

Southeastern Regional Education Board (SREB) course.
Part of the South Pointe High School STEAM Clean Energy Pathway.

PREREQUISITE: Principles of Engineering

Introductory course that exposes students to some of the major sources of renewable energy: wind, solar, and biofuels. Students learn and apply physics, geography, chemistry, biology, geometry, algebra, and engineering 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 and energy conversion, as well as the effect of weather and geography on energy production. Students engage in a wide variety of hands-on projects and lab activities that both test their knowledge and illustrate the interrelationships between the various forms of clean energy. It is recommended that students have a physical science credit and a strong science and math background prior to enrolling in this course.

• Clean Energy Applications **638100CW**

Southeastern Regional Education Board (SREB) course.
Part of the South Pointe High School STEAM Clean Energy Pathway.
PREREQUISITE: Clean Energy Systems
This course builds on the foundation of CES Course 1 and introduces nuclear power, geothermal energy, steam generation, fuel cells, waterpower, alternating and direct current (AC/DC), power generation, heat transfer, and the laws of thermodynamics. In addition, students now use chemical and thermal energy principles to create, store and use energy efficiently to power a variety of mechanical and electrical devices. Students engage in a variety of hands-on design projects to demonstrate principles using advanced technology hardware and software.

• Clean Energy Strategies **638200CW**

Southeastern Regional Education Board (SREB) course.
Part of the South Pointe High School STEAM Clean Energy Pathway.
PREREQUISITE: Clean Energy Applications
Students in this course utilize applicable skills from the foundational courses to tackle challenges associated with the implementation of clean energy technology. The hands-on projects encountered during this course will require students to address specific issues related to providing portable power in any situation, developing new energy storage systems, increasing the efficiency of the modem home, and designing more energy efficient buildings and homes.

• Clean Energy Innovations **638310HW**

Southeastern Regional Education Board (SREB) course.
Part of the South Pointe High School STEAM Clean Energy Pathway.
PREREQUISITE: Clean Energy Strategies or Clean Energy Applications
The innovations course is the fourth and final course in the Clean Energy Technology Pathway Program. The course will provide students the opportunity to work independently with open-ended, problem-solving scenarios to create an original solution in the area of clean energy entrepreneurship or clean energy research and development. Students will collaborate with a mentor to conduct applied research around a defined research problem, develop solutions, collect and analyze relevant data, evaluate their solutions, and present their findings in public venues and competitions.

SOCIAL STUDIES

One unit of American history, one-half unit of government, one-half unit of economics, and one additional unit of social studies are required for graduation. Four units are highly recommended. AP and IB courses are listed in this section, but please see the dual credit listing under Advanced Studies Opportunities for information related to approved dual credit courses.

• World History **336000CW**

In grade nine, students will study the history of the Modem World, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modem World from 1300-1500, global affairs and interactions (1450- 1815), the rise of the new governments and competition in the global community (1815-1918), the emergence of new world powers (1885-1950), and the world from World War II to present day (1933-present).

• World History Honors

PREREQUISITE: English 1 in eighth grade / Minimum grade of 80 is recommended.

In grade nine, students will learn modern world history through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.

• U.S. Government **333000CH**

In grade ten, students study the United States Government beginning with the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students will learn how various powers are granted and distributed among the different branches and levels of government, and how checks and balances prevent one branch from overpowering the others. **Students take a state-mandated Civics test at the end of this course.**

• U.S. Government Honors **333090HW**

PREREQUISITE: World History or World History Honors / Minimum grade of 80 is recommended.

This course will provide the same content and topics as U.S. Government but will include an in-depth study of the three branches of the government. Civil liberties and the role/responsibilities of American citizens within a democratic society will be addressed and discussed in-depth. Pacing for this course is accelerated. **Students take a state-mandated Civics test at the end of this course.**

• Economics **335000CH**

In grade ten, students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being.

• Economics Honors **335090HH**

PREREQUISITE: World History or World History Honors / Minimum grade of 80 is recommended.

This course will provide the same content and topics as Economics. In addition, the course focuses on the United States role in a global economy, supply and demand, the Federal Reserve, investing, and taxation. Pacing for this course is accelerated.

• AP U.S. Government and Politics **337300AW**

PREREQUISITE: World History Honors / Minimum grade of 80 is recommended.

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Students will examine politically significant concepts and themes, through which they learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will take the AP exam in the Spring. **Students take a state-mandated Civics test at the end of this course.**

• AP Macroeconomics **337400AW**

PREREQUISITE: World History Honors / Minimum grade of 80 is recommended.

This course focuses on a college level study of macroeconomics concepts, including international trade, currency exchange, production possibilities and trade-offs, supply and demand, measures of economic performance, the circular flow of goods and services, fiscal and monetary policy, money and banking, productivity and unemployment, budget deficits and inflation, and supply/demand side economic policies. 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.

• American History and the Constitution *This is a single semester course.* **332000CW**

Taken in the eleventh grade, this course examines the development of the U.S. Constitution through the Post-Cold War developments in American History. **This course has a state-required End of Course test that will count for 20 percent of the final course average.**

• American History and the Constitution Honors *This is a single semester course.*

PREREQUISITE: English 3 or English 3 Honors / Minimum grade of 80 is recommended.

This course is a critical analysis of early colonization, the American Revolution, the development of the new American nation, the Civil War, the Great Depression, and World Wars through Post- Cold War developments in American History. **This course has a state-required End of Course test that will count for 20 percent of the final course average.**

• Survey of Early American History Honors **First Semester 339915HW**

PREREQUISITE: English 3 Honors / Minimum grade of 80 is recommended.

This course counts as an elective and serves as Part 1 of AP US History

Examines the development of the U.S. Constitution and the history of America. The course is a critical analysis of early colonization, the American Revolution, the development of the new American nation, the Civil War, the Gilded Age and the Progressive Movement. This course should be taken in eleventh grade first semester in coordination with Advanced Placement U.S. History second semester which covers the Spanish-American War, the Great Depression, World Wars I and II, the Korean and Vietnam conflicts, Cold War and Post-Cold War developments.

• AP U.S. History **Second Semester 337200AW**

PREREQUISITE: English 3 Honors / Minimum grade of 80 is recommended.

Examines the development of the U.S. Constitution and the history of America, including the discovery/exploration period through the post-Cold War era. The course is a critical analysis of early colonization, the American Revolution, the development of the new American nation, the Civil War, the Progressive Movement, the Spanish-American War, the Great Depression, World Wars I and II, the Korean and Vietnam conflicts, Cold War and Post-Cold War developments. State regulations require all AP students to take the AP Exam. **A state-required End of Course exam will count for 20 percent of the final course average.**

• Human Geography **330700CW**

Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

• Human Geography Honors **331090HW**

PREREQUISITE: English 4 or English 4 Honors / Minimum grade of 80 is recommended.

Students explore nature, perspectives, and connections between humans and their environment. Major topics include physical geography, population analysis, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use.

• AP Human Geography **337900AW**

PREREQUISITE: English 4 Honors / Minimum grade of 80 is recommended.

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

• IB US History HL *Only offered at RHHS* **336D00IW**

PREREQUISITE: English 2 or English 2 Honors / Minimum grade of 80 is recommended.
Students must also take IB History of the Americas.

Emphasizes the political, social, economic, and cultural history of the Western Hemisphere. The course will emphasize common themes in the development of North and South America, such as colonization, revolution, slavery, imperialism, political systems, and war. The student will learn historical content; interpret and evaluate primary sources; research topics by using primary, secondary, and technological resources; and express himself clearly, effectively and analytically in written essays and class presentations. **This course is taught on an A/B day and is paired with IB Language A: Literature HL 1 in the junior year. This course has a state-required End of Course exam that will count for 20 percent of the final course average.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB History of the Americas HL *Only offered at RHHS* **336C00IW**

PREREQUISITE: IB US History HL.

IB History of the Americas is taught in conjunction with IB US History. The students will focus on selected topics from 20th Century History, with an emphasis on a global perspective**. This course is taught on an A/B day and is paired with English 5 IB in the senior year.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• AP European History **337600AW**

PREREQUISITE: English 4 AP or IB.

Provides students with the analytical skills and factual knowledge necessary to deal critically with the principle themes and documented materials in European history since 1450 State regulations require all AP students to take the AP Exam. **This course is taught on an A/B day and is paired with English 5 AP Literature in the senior year.**

• Psychology **334000CW**

Deals with developmental psychology from conception to death, personality and learning theory, states of consciousness, and abnormal psychology.

• AP Psychology **437100AW**

PREREQUISITE: English or social studies teacher recommendation.

This survey in introductory psychology provides an examination of normal human behavior through such phenomena as classical and operant conditioning, positive and negative reinforcement, the measurement of intellectual ability, and the general developmental areas-motor, language, emotional, social, and personality. The course also examines family relationships, mental retardation, behavior disorders, and social problems. AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. Advanced Placement Psychology is a rigorous course designed to prepare students for the required Advanced Placement examination, administered through the College Board in May. Success on this exam may qualify the student for college credit. 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. This course will count as a Social Studies graduation requirement.

• IB Psychology 1 **334D00IW**

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule paired with another IB course. This course focuses on three perspectives of psychology: the biological perspective, the cognitive perspective, and the learning perspective. These perspectives are explored by studying the development and cultural contexts, the framework, and the methodologies, and the application for each perspective. The student will also conduct a simple experimental study. **This course is taught on an A/B day and is paired with IB Spanish/IB Spanish ab initio/IB French in the junior year.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Psychology 2 **334A00IW**

PREREQUISITE: IB Psychology 1.

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule paired with another IB course. This course focuses on three perspectives of psychology: the biological perspective, the cognitive perspective, and the learning perspective. These perspectives are explored by studying the development and cultural contexts, the framework, and the methodologies, and the application for each perspective. The student will also conduct a simple experimental study. This course is offered at SPHS only. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• Sociology **334500CW**

Introduces the basic elements of sociology. This course explores the principles of sociology and man in relation to his cultural and social environments. This course places emphasis on the study of contemporary man in groups to specify the relationship between man and society and man in society. The second half of the course emphasizes the elements of change in society and investigates present-day problems of American society.

• Historical Perspectives of World Religions **339904CW**

Traces the historical development of world religions from 4000 B.C. through the 20th Century. This elective course explores the religious literature; major beliefs and practices; important leaders; and the effects of these religions on history. The study of Hinduism, Buddhism, Christianity, Judaism, and Islam are included in this course.

• African American History **339921CW**

African American History surveys the history, experiences and contributions of African Americans from Early West African civilizations to Modern Day. It includes an overview of major events and developments beginning in Africa, through the slave trade and the fight for emancipation and equal rights, continuing through the 21st century with a focus on freedom movements along with political, social, and economic milestones and achievements as told through an African American perspective. The course will include an analysis of the impact of these events on shaping the lives and experiences of Americans of African descent.

• Law-Related Education **333600CW**

This course is designed for any student who has an interest in a legal or law related field of work. It provides an overview of the structure and operation of the federal and state court systems. There are six major topics to be covered: individual civil rights, individual duties to others, criminal law, tort law, consumer law, and property rights or property law. The course also includes case studies, mock trials, and role play. It explores the issues and occurrences which affect students[1] lives and the lives of those around them.

• Law-Related Education Honors **333600HW**

PREREQUISITE: Government and Economics Honors with a minimum of 80.

Provides junior and senior students with interactive learning in current political, economic, legal, social and geographic issues accessed with technology. Students will investigate, debate, and develop solutions to world problems, using personal or school-owned technology devices.

HEALTH AND PHYSICAL EDUCATION

One unit of physical education and one-half unit of Personal Health and Wellness are required for graduation. Students The physical education courses in the high schools are organized so that students participate in a variety of activities. These courses may be taken as the physical education requirement for high school graduation or as electives. Physical Education 1, Band with Physical Education 1, and JROTC are the only physical education courses that meet graduation requirements. Other physical education courses can be taken as electives.

• Personal Health and Wellness **340200CH**

Emphasizing personal responsibility, this course offers students current information and skills development opportunities in planning and practicing a healthy lifestyle. Focusing on student understanding of the importance of physical, emotional, and social health to the quality of life during all stages of human development, this course provides a basis for lifelong learning in primary health topic areas. **This course is required for graduation for all students**. **Beginning in the 2024-25 school year, this course is a half credit.**

• Physical Education 1 (Physical Education 1 is a prerequisite for all other PE courses) **344100CW**

Involves students in a variety of new or familiar activities, which may include any of the following: physical fitness, volleyball, basketball, jogging, softball, badminton, weight training, disc sports, wrestling, ribbons, rhythms (aerobics and dance), table tennis, bowling, tennis, floor hockey, track and field and soccer. (Some schools offer most or all of these activities in their cluster.)

• Aerobics **344202CW**

PREREQUISITE: PE 1

Aerobics includes an assortment of aerobic and dance activities and introduces students to the concept of aerobics and dance as a part of a total wellness program. Introductory and advanced skills will be incorporated into the routines.

• Individual and Team Sports **344210CW**

PREREQUISITE: PE 1

Includes a variety of individual and team sports selected from the following activities: tennis, badminton, table tennis, softball, physical fitness, flag football, speedball, track, volleyball, basketball, soccer and wrestling.

• Fundamentals of Coaching **349905CW**

PREREQUISITE: PE 1

Provides students with training in the field of coaching a variety of sports. Includes instruction in developing a coaching philosophy, developing team expectations, scheduling practices and games, making game preparations, conducting tryouts, managing facilities and equipment, working with parents and the public, and motivating athletes. Students who believe they may want to enter the field of coaching at any level may be interested in this practitioner's course.

•Personal Fitness **344211CW**

PREREQUISITE: PE 1

Emphasizes the development of healthy lifestyles and personal fitness. An individualized fitness plan will be implemented for each student that will include walking and other aerobic activities, resistance training, flexibility exercise, and nutritional guidelines. The teacher will serve as a personal trainer to help students reach healthy fitness zones.

• Total Body Conditioning 1 **344310CW**

PREREQUISITE: PE 1

Total Body Conditioning 1 is introduction to the fundamentals of strength conditioning, training, and goal setting within incremental blocks of instruction, flexibility, agility and proper running techniques. There is also an introduction to basic anatomy and muscle movement. Instruction focuses on the individual's physical development.

Total Body Conditioning (Continuing)

PREREQUISITE: Preceding Total Body Conditioning course

Subsequent Total Body Conditioning courses (Total Body 2, 3, etc.) each have the prerequisite of the preceding course and continue the fundamentals of strength conditioning, training, and goal setting within incremental blocks of instruction, flexibility, agility and proper running techniques. Instruction in anatomy and muscle movement continues. Responsibilities are increased in the areas of safety and teamwork. There are also higher expectations for strength, speed, cardio, and agility gains. Students will set personal goals around weight training and document their progress towards these goals. Students in the course who play sports will investigate the physical qualities necessary to be in optimal condition. The goal of the total body sequence is to create a lifestyle of fitness for students.

• Adaptive Physical Education ***Self-contained students*** **39160004**

ESE students going for a high school diploma **344500CW**

The Adaptive Physical Education program consists of 18 weeks in which students with disabilities participate in various fitness programs, lifetime sports activities and a weight room program. The purpose of this class is placed on cultivating lifetime/recreational activities as well as health and wellness that will nurture students in such a way as to build self-esteem and self-confidence in a school as well as community setting.

WORLD LANGUAGES

One unit of a world language or one CTE unit is required for graduation. Four years of French and Spanish are offered for high school credit. Students planning to attend a public college or university in South Carolina must complete a minimum of two units of a World Language. It is strongly recommended that all college bound students complete three units of a World Language. AP and IB courses are listed in this section, but please see the dual credit listing under Advanced Studies Opportunities for information related to approved dual credit courses.

FRENCH

• French 1 **361100CW**

French 1 Introduces students to basic vocabulary, grammar, and culture through 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 describing.

• French 2 **361200CW**

PREREQUISITE: French 1

Continues development of communication skills related to culture and cross-cultural understanding through 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 describing and narrating.

• French 3 Honors **361300HW**

PREREQUISITE: French 2

Expands on previously-studied themes and elements of cross-cultural understanding to include exploration of issues and perspectives in French-speaking cultures. Instruction includes 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 narrating and explaining and are expected to use the studied language for at least 90 percent of the class period.

• French 4 Honors **361490HW**

PREREQUISITE: French 3 Honors

This course covers the first three Advanced Placement themes and is intended as preparation for the AP exam. It includes aural and oral skills, reading comprehension, grammar, and composition. This course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will use a thematic approach in their study of language and culture concepts and will be expected to use the target language exclusively in class. Students should take Advanced Placement French in the second semester.

• AP French **367100AW**

PREREQUISITE: French 3

AP French is a semester course that covers the equivalent of the fourth level of a high school French course. It includes aural/oral skills, reading comprehension, grammar, and composition. The AP French Language and Culture course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will use a thematic approach in their study of language and culture concepts and will be expected to use the target language exclusively in class. State regulations require AP students to take the College Board administered exam.

• IB French B SL **SL 1 - 361J00HW**
SL 2 - 361G00IW

PREREQUISITE: French 2. French 3 or equivalent recommended

These are two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors who plan to take the French IBSL course as seniors and who will take the IB exam in twelfth grade. This course is taught on a yearlong A/B schedule, paired with one other IB course. In this course students will explore topics related to identities, experiences, social organization, human ingenuity, and sharing the planet. They 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 for more than 80 percent of the class period. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French B HL 1 **361H00IW**

PREREQUISITE: French 3 or equivalent

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will read literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French B HL 2 **361I00IW**

PREREQUISITE: IB French HL 1

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will read literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French ab initio SL 1 **361K00IW**

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. This course is designed for students with little to no prior experience with the target language. Students develop the ability to communicate in the target language through the study of language, themes, and texts. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French ab initio SL 2 **361F00IW**

PREREQUISITE: IB French ab initio SL 1

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. This course is designed for students with little to no prior experience with the target language. Students develop the ability to communicate in the target language through the study of language, themes, and texts. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

SPANISH

• Spanish 1 **365100CW**

Spanish I introduces students to basic vocabulary, grammar, and culture through 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 describing.

• Spanish 2 **365200CW**

PREREQUISITE: Spanish 1

Continues development of communication skills related to culture and cross-cultural understanding through 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 describing and narrating.

• Spanish 3 Honors **365300HW**

PREREQUISITE: Spanish 2

Expands on previously studied themes and elements of cross-cultural understanding to include exploration of issues and perspectives in Spanish-speaking cultures. Instruction includes 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 narrating and explaining and are expected to use the studied language for at least 90 percent of the class period.

• Spanish 4 Honors **365490HW**

PREREQUISITE: Spanish 3 Honors

This course covers the first three Advanced Placement themes and is intended as preparation for the AP exam. It includes aural and oral skills, reading comprehension, grammar, and composition. This course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will use a thematic approach in their study of language and culture concepts and will be expected to use the target language exclusively in class. Students should take Advanced Placement Spanish in the second semester.

• Spanish Contemporary Topics Honors **369901HW**

PREREQUISITE: Spanish 3 or equivalent

This course offers students who have attained a high level of Spanish proficiency the opportunity to develop Advanced-level language skills, with an emphasis on research, analysis, and writing for different purposes. Students will explore contemporary topics as they relate to Spanish-speaking populations, both within and outside of the United States. Topics will include global issues such as: education and work, entertainment, science and technology, globalization, and current events.

• AP Spanish **367500AW**

PREREQUISITE: Spanish 3

This course is a rigorous level Spanish course for students with three or four years of Spanish study and for native speakers who would like to take the Advanced Placement exam. Students will use a thematic approach in their study of language and culture concepts and will be expected to use the target language almost exclusively in class. State regulations require AP students to take the College Board administered exam.

• IB Spanish B SL **SL 1 - 365J00IW**
SL 2 - 365G05IW

PREREQUISITE: Spanish 2. Spanish 3 or equivalent recommended

These are two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors who plan to take the Spanish IBSL course as seniors and who will take the IB exam in twelfth grade. This course is taught on a yearlong A/B schedule, paired with one other IB course. In this course students will explore topics related to identities, experiences, social organization, human ingenuity, and sharing the planet.. They 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 for more than 90 percent of the class period. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Spanish B HL 1 **365H00IW**

PREREQUISITE: Spanish 3 or equivalent

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will study thematic topics in addition to reading literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Spanish B HL 2 **365I00IW**

PREREQUISITE: IB Spanish B HL 1

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will study thematic topics in addition to reading literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Spanish ab initio SL 1 **365K00IW**

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule paired with another IB course. This is designed for students with little to no prior experience with Spanish. Students develop the ability to communicate through the study of language, texts, and the themes of identities, experiences, human ingenuity, social organization and sharing the planet. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Spanish ab initio SL 2 **365F09IW**

PREREQUISITE: IB Spanish ab initio SL 1

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule paired with another IB course. Students develop the ability to communicate through the study of language, texts, and the themes of identities, experiences, human ingenuity, social organization and sharing the planet. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

CHINESE

• Chinese 1 **461100CW**

Chinese 1 introduces students to basic vocabulary, grammar, and culture through 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 describing. Students will also learn to write Chinese characters.

• Chinese 2 **461200CW**

PREREQUISITE: Chinese 1

Continues development of communication skills related to culture and cross-cultural understanding through 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 describing and narrating and will continue to build their knowledge base of Chinese characters.

• Chinese 3 Honors **461300HW**

PREREQUISITE: Chinese 2

Expands on previously studied themes and elements of cross-cultural understanding to include exploration of issues and perspectives in Chinese-speaking cultures. Instruction includes 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 narrating and explaining and are expected to use the studied language for at least 90 percent of the class period. Students will continue to develop the use of Chinese characters. Course offering will depend on having enough students enroll, and class may be taught at one location for all district students.

• Chinese 4 Honors **461400HW**

PREREQUISITE: Chinese 3 Honors

This course covers the first three Advanced Placement themes and is intended as preparation for the AP exam. It includes aural and oral skills, reading comprehension, grammar, and composition. This course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will use a thematic approach in their study of language and culture concepts and will be expected to use the target language exclusively in class. Students should take Advanced Placement Chinese in the second semester.

• AP Chinese **367900AW**

PREREQUISITE: Chinese 3

AP Chinese is a semester course that covers the equivalent of the fourth level of a high school Chinese course. It includes aural/oral skills, reading comprehension, grammar, and composition. The AP Chinese Language and Culture course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will use a thematic approach in their study of language and culture concepts and will be expected to use the target language exclusively in class. State regulations require AP students to take the College Board administered exam.

COMPUTER SCIENCE AND LITERACY

One unit of an approved computer science course is required for graduation.

Please work with your school counselor to ensure you have or will meet South Carolina's computer literacy credit requirement for graduation. Courses approved for this credit continue to be updated by the state to align with new computer science standards, so it is important to plan accordingly. The following list was developed from Appendix Q of the SCDE Activity Coding System for the Student Information System 2022–23 (November 2021).

Rock Hill Schools courses which meet new state requirements include the following.

Rock Hill Schools Course	Course Number
Fundamentals of Computing	502300CW
Fundamentals of Web Page Design and Development	503100CW
Introduction to Computer Programming (previously Comp Prog 1)	505000CW
Intermediate Computer Programming (previously Comp Prog 2)	505100CW
Foundations of Animation	535000CW
Game Design and Development	535200CW
Business Data Applications (previously Integ Business App 2)	502100CW
AP Computer Science A	477100AW
AP Computer Science Principles	477500AW
PLTW Computer Science Principles	637700HW
PLTW Computer Science Essentials	637200CW
PLTW Computer Science Applications	637300HW
PLTW Principles of Engineering	605000CW
PLTW Cybersecurity	637800HW

Many of the courses approved to meet South Carolina computer literacy graduation requirement listed in this catalog as CTE courses in

• **AP Computer Science A** **477100AW**

This course meets the computer literacy requirement for graduation.

PREREQUISITE: Computer Programming 2

Provides a thorough study of computer science that is the equivalent of the material covered in the first year of computer science at most colleges and universities. The course includes programming methodology, features of programming languages, data structures, algorithms, and the structure and responsible use of computer systems.

• AP Computer Science Principles **477500AW**

This course meets computer literacy requirement for graduation.

PREREQUISITE: Computer Science Essentials or equivalent

Computer Science Principles implements the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course aims to engage students to consider issues raised by the present and future societal impact of computing. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.

• IB Digital Society 1

The first of two courses that constitute the International Baccalaureate (IB) requirements. This is an interdisciplinary course which explores the impact and importance of digital systems and technologies in the contemporary world. Students use concepts such as change, identity and values to investigate real-world examples of data, algorithms, computers, networks and the internet, media, artificial intelligence, robots and autonomous technologies. Inquiry-based tasks and projects allow students to evaluate diverse sources relevant to digital society, investigate impacts and implications of digital systems for people and communities, and reflect on emerging trends and future developments. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Digital Society 2

PREREQUISITE: IB Digital Society 1

The second of two courses that constitute the International Baccalaureate (IB) requirements. This is an interdisciplinary course which explores the impact and importance of digital systems and technologies in the contemporary world. Students use concepts such as change, identity and values to investigate real-world examples of data, algorithms, computers, networks and the internet, media, artificial intelligence, robots and autonomous technologies. Inquiry-based tasks and projects allow students to evaluate diverse sources relevant to digital society, investigate impacts and implications of digital systems for people and communities, and reflect on emerging trends and future developments. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

VISUAL AND PERFORMING ARTS

Learning in the arts is brains-on, hands-on, and helps students develop the processes of creating, sharing, and responding. These artistic processes become a lab for learning in all disciplines. The artistic process is linked to higher order thinking and creativity.

The arts are often cited as motivating factors that keep students in school through the middle and high school years. They are equally important for low, average, and high achieving students; and particularly for highly creative students who can always see (hear or feel) more than one right answer.

The arts build self-esteem and the ability to think independently. They also build both the ability to work alone and to collaborate in communal activities that build a sense of belonging. Students involved in the arts at the high school level score higher on SATs and other standardized high-stakes tests. The more years of involvement, the higher the average scores. (Excerpt from *Regarding the Status of Arts Teachers and Disciplines in Schools* by Dr. Sue Snyder)

VISUAL ART

• Art 1 **350100CW**

PREREQUISITE: None

This is a foundation level course with a focus on instruction, daily practice, and artistic growth. Students will explore a variety of materials and processes to include drawing, painting, design, and ceramics. Studio production of artwork will be accompanied by research, critique, art processes, aesthetics, and art history.

• Drawing 2 (Formerly Drawing and Painting 1) **352200CW**

PREREQUiSITE: Completed Art 1 (3501) with a passing grade and teacher recommendation

This course builds upon the foundations learned in Art 1 and introduces new experiences in two-dimensional artistic approaches of drawing and painting. Students will create using a variety of methods, media, and styles as they address a variety of subject matter including portrait, still life, landscape, figure study, and perspective.

•Drawing 3 (Formerly Drawing and Painting 2) **352300CW**

PREREQUISITE: Completed Art 1 (3501) and Drawing 2 (3521) with a passing grade and teacher recommendation

This course builds on learning from Drawing 2 by incorporating higher-level drawing/painting and two-dimensional processes, techniques, and concepts, while also providing more opportunities for students to experiment with voice and choice.

• 3-D Design 2 (Formerly Ceramics and Sculpture 2) **350600CW**

PREREQUiSITE: Completed Art 1 (3501) with a passing grade and teacher recommendation

Will build upon foundations learned in Art 1 and introduce new experiences in three-dimensional artistic approaches. Ceramics will focus on hand building with clay in the form of coil, slab, and modeling. Students will create decorative and functional sculptures using a variety of three-dimensional materials, methods, and styles.

• 3-D Design 3 (Formerly Ceramics and Sculpture 2) 350700CW

PREREQUISITE: Completed Art 1 (3501) and 3-D Design 2 (3506) with a passing grade and teacher recommendation

This course builds on learning from 3-D Design 2 by incorporating higher-level three-dimensional processes, techniques, and concepts, while also providing more opportunities for students to experiment with voice and choice.

• Art 4 Honors 350401HW

PREREQUISITE: Completed Art 1 (3501), 3-D Design 2 (3506), and 3-D Design 3 OR Art 1 (3501), Drawing 2 (3521) , and Drawing 3 (3523) with a passing grade. Requires teacher recommendation based on portfolio review.

Art 4 Honors is an advanced course with projects based on personal exploration, interests, and investigation; designed for the self-motivated student who is developing a unique artistic style. Students will incorporate their own ideas and interests to complete teacher assigned projects, writings, and reflections while making choices in subject matter and media (with teacher direction and approval) to produce an honors-level portfolio of work.

• AP 2-D Design 357400AW

PREREQUISITE: Completed Art 1 (3501), Drawing 2 (3521), Drawing 3 (3523), and Art 4 Honors (3504) with a passing grade. Requires teacher recommendation from portfolio review.

AP Art 2-D is a college-level course with rigorous requirements and summer assignments reserved for independent and self-directed students with a deep dedication to the process of art. Students are responsible for creating a 2-D portfolio of original, college-level work that must include planning documentation, sketches, evidence of research, and revision. Students are required to submit their portfolio to be judged by the AP College Board for credit.

• AP 3-D Design 357500AW

Prerequisite: Completed Art 1 (3501), 3-D 2 (3506), 3-D Design 3 (3507), and Art 4 Honors (3504) with a passing grade. Requires teacher recommendation from portfolio review.

AP Art 3-D is a college-level course with rigorous requirements and summer assignments reserved for independent and self-directed students with a deep dedication to the process of art. Students are responsible for creating a 3-D portfolio of original, college-level work that must include planning documentation, sketches, evidence of research, and revision. Students are required to submit their portfolio to be judged by the AP College Board for credit.

AP Drawing

• AP Studio Art 357200AW

Prerequisite: Completed Art 1 (3501), Drawing 2 (3521), Drawing 3 (3523), and Art 4 Honors (3504) with a passing grade

A college-level course with rigorous requirements and summer assignments. This course is reserved for independent and self-directed students with a deep dedication to the process of art. Students are responsible for creating a portfolio of original, college-level work. In addition to completed works of art, the portfolio must include planning documentation, sketches, evidence of research, and revision. Students are required to submit their portfolio to be judged by the AP College Board for credit

THEATRE

• Theatre 1 (Formerly Intro to Theatre) **452100CW**
PREREQUISITE: None
Students will explore many avenues of theatre including a variety of theatre experiences, an introduction to design and production, the basics in acting, and an overview of theatre history.

• Theatre 2 (Formerly Playwriting and Performance) **452200CW**
PREREQUISITE: Intro to Theatre OR 3 years of middle school theatre with teacher recommendation OR 3 years of STARTS with teacher recommendation
This class serves as an intermediate class in theatre and its components – literature, production and performance.

• Theatre 3 (Formerly Advanced Acting Methods Level 1) **452300CW**
PREREQUISITE: Theatre 2 and Audition
Advanced work in production, performance and aesthetics through the study of acting styles of great performers past and present.

• Theatre 4 (Formerly Advanced Acting Methods Level 2 **452400CW**
Prerequisite: Theatre 3 and Audition
Advanced work in production, performance, and aesthetics through the study of acting styles of great performers past and present.

• Theatre 5 Honors (Formerly Advanced Acting Honors) **35K000HW**
Prerequisite: Theatre 4 and Audition
Advanced work in production, performance, and aesthetics through the study of acting styles of great performers past and present.

• Technical Theatre 1 (Formerly Theatre Crafts) **452500CW**
Prerequisite:: Introduction to Theatre OR 3 years of middle school theatre, OR 3 years of ST-ARTS program with teacher recommendation
This course covers the basic technical aspects of the theatre: scenery, lighting, sound, costumes, make-up, properties, posters, publicity, and stage management.

• Technical Theatre 2 (New) **35L000CW**
Prerequisite: Technical Theatre 1
This course covers the basic technical aspects of the theatre: scenery, lighting, sound, costumes, make-up, properties, posters, publicity, and stage management.

• Technical Theatre 3 (New) **35L100CW**
Prerequisite: Technical Theatre 2
This course covers the basic technical aspects of the theatre: scenery, lighting, sound, costumes, make-up, properties, posters, publicity, and stage management.

• Technical Theatre 4 (New) **35L200CW**
Prerequisite: Technical Theatre 3
This course covers the basic technical aspects of the theatre: scenery, lighting, sound, costumes, make-up, properties, posters, publicity, and stage management.

•Theatre 6 (Formerly Musical Theatre) **35K100CW**
Prerequisite: Audition
This course goes beyond the basic introductory concepts of theater. It is a specialized topics class designed to develop a students' skills in acting, singing, dancing and performance. It is performance based in nature and offers advanced work in a variety of genre and style, from Pre-Golden Age to Twenty-first Century.

● Theatre 7 (New) **35K200CW**
Prerequisite: Theatre 6 and Audition
This course goes beyond the basic introductory concepts of theater. It is a specialized topics class designed to develop a students' skills in acting, singing, dancing and performance. It is performance based in nature and offers advanced work in a variety of genre and style, from Pre-Golden Age to Twenty-first Century.

• Theatre 8 (New) **35K300CW**
Prerequisite: Theatre 7 and Audition
This course goes beyond the basic introductory concepts of theater. It is a specialized topics class designed to develop a students' skills in acting, singing, dancing and performance. It is performance based in nature and offers advanced work in a variety of genre and style, from Pre-Golden Age to Twenty-first Century.

• Theatre 9 (New) **35K400CW**
Prerequisite: Theatre 8 and Audition
This course goes beyond the basic introductory concepts of theater. It is a specialized topics class designed to develop a students' skills in acting, singing, dancing and performance. It is performance based in nature and offers advanced work in a variety of genre and style, from Pre-Golden Age to Twenty-first Century.

BAND

Students must meet the following requirements to participate in the high school band program: successfully complete a middle school band program; be recommended by the middle school band director; and demonstrate instrumental proficiency in an audition for the senior high band director.

• Marching Band with Physical Education 1 (Fall of 9th Grade) **450863CW**
Prerequisite: Completion of 8th Grade Band
Marching Band with Physical Education 1 integrates both curricula. In addition to all Marching Band requirements, students in this course will complete a pre- and post- Fitnessgram, a Personal Fitness Plan (PFP), and additional coursework to be eligible to receive the Physical Education credit for graduation while enrolled in marching band.

● Band 1 (Formerly Marching Band fall of 9th option) **353100CW**
Prerequisite: Completion of 8th Grade Band
● Band 3 (Formerly Marching Band fall of 10th) **353300CW**
Prerequisite: Completion of Band 2 or Band 9
● Band 5 (Formerly Marching Band fall of 11th) **353500CW**
Prerequisite: Completion of Band 4 or Band 10
● Band 7 (Formerly Marching Band fall of 12th) **357800CW**
Prerequisite: Completion of Band 6 or Band 11

Marching Band Courses require advanced technical skills in music. The band performs at football games, competitions, and parades. By enrolling, the student agrees to attend all rehearsals and activities as required by the band director including summer band camp.

• Band 2 (Formerly Instrumental Ensemble)
Prerequisite: Completion of Band 1 or Band with PE credit. 353200CW
Requires advanced technical skills in music. This course emphasizes a variety of musical styles and technical facility consistent with grades 2 and 3 band literature and is designed to prepare students to participate in the Concert and Symphonic Bands. By enrolling, the student agrees to attend all rehearsals and activities as required by the band director

• Band 4 (Formerly Concert Band) 353400CW
Prerequisite: Band 3
• Band 6 (Formerly Concert Band) 353600CW
Prerequisite: Band 5
• Band 8 (Formerly Concert Band) 357900CW
Prerequisite: Band 7
Band 4, 6, and 8 require Increasingly advanced technical skills in music. These courses emphasize a variety of musical styles and technical facilities consistent with grades 3 and 4 band literature and are designed to prepare students to participate in the Symphonic Band (Band 9 and above). By enrolling, the student agrees to attend all rehearsals and activities as required by the band director

• Band 9 (Formerly Symphonic Band - selected 9th graders) 35B000CW
Prerequisite: Completion of Band 1 and teacher recommendation

• Band 10 (Formerly Symphonic Band - selected 10th graders) 35B100CW
Prerequisite: Completion of Band 3 and teacher recommendation

• Band 11 (Formerly Symphonic Band - selected 11th graders) 35B200CW
Prerequisite: Completion of Band 5 and teacher recommendation

• Band 12 (Formerly Symphonic Band - selected 12th graders) 35B300CW
Prerequisite: Completion of Band 7 and teacher recommendation

• Band 11 Honors (Formerly Symphonic Band Honors - 11th graders) 35B200HW
Prerequisite: Band in grades 9, 10 and Audition/Teacher recommendation.
Offers honors credit in eleventh grade for students who complete all requirements of the symphonic honors band curriculum. The course provides opportunities for advancement and refinement of 73 musical skills, higher level musical pieces, and the application of aesthetic judgment. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, and the study of grade 5 and 6 literature for band, chamber ensemble performance and creative development.

• Band 12 Honors (Formerly Symphonic Band Honors - 12th graders) 35B300HW
Prerequisite: Band in grades 9, 10, 11, and Audition/Teacher recommendation.
Requires advanced technical skills in music. This ensemble is the top instrumental ensemble and performs at the state concert band festival and for any other community or school events as required by the band director. This course emphasizes a variety of musical styles and technical facility consistent with grades 5 and 6 band literature. By enrolling, the student agrees to attend all rehearsals and activities as required by the band director. Courses must be taken in sequence.

CHORUS

• Chorus 1 (Formerly Choral Ensemble for fall 9th graders)
354100CW

Prerequisite: None
This class is primarily for ninth graders. In this class, students will develop vocal techniques and sight-singing skills in addition to a strong base of music theory. Attendance at rehearsals and concerts outside of the school day (including weekends) is required. A yearlong commitment is recommended and required for admission into Concert Choir.

• Chorus 2 (Formerly Choral Ensemble for spring 9th graders) 354200CW
Prerequisite: Student must have received a passing grade in Chorus 1
This is Level 2 for Choral Ensemble. In this class, students will continue to develop vocal techniques and sight-singing skills in addition to a strong base of music theory. Attendance at rehearsals and concerts outside of the school day (including weekends) is required. A yearlong commitment is recommended and required for admission into Concert Choir.

• Chorus 3 (Formerly Choral Ensemble for fall 10th graders) 354300CW
Prerequisite: Student must have received a passing grade in Chorus 2
This class is Level 3 for Choral Ensemble. In this class, students will continue development of vocal techniques and sight-singing skills in addition to a stronger base of music theory. Attendance at rehearsals and concerts outside of the school day (including weekends) is required. A yearlong commitment is recommended and required for admission into Concert Choir.

•Chorus 4 (Formerly Choral Ensemble for spring 10th graders) 354400CW
Prerequisite: Student must have received a passing grade in Chorus 3.
This class is Level 4 for Choral Ensemble. In this class, students will continue developing strong vocal technique skills, sight-singing skills, and music theory content. Attendance at rehearsals and concerts outside of the school day (including weekends) is required. A yearlong commitment is recommended and required for admission into Concert Choir.

• Chorus 5 (Formerly Choral Ensemble for fall 11th graders and select underclassmen) 354500CW
Prerequisite: Student must have received a passing grade in Chorus 4 or teacher recommendation/auditioned entrance based on vocal and music literacy skill and knowledge.
This class stresses advanced choral performance techniques.In this class, students will continue developing strong vocal technique skills, sight-singing skills, and music theory content. Students will be called to be student leaders and will be provided with additional performance opportunities for concerts and competitions. Attendance at rehearsals and concerts outside of the school day (including weekends) is required. A yearlong commitment is recommended. Underclassmen may be selected based on audition to take the concert choir as an accelerated option.

•Chorus 6 (Formerly Choral Ensemble for spring 11th graders and select underclassmen) 354600CW
Prerequisite: Student must have received a passing grade in Chorus 5 or teacher recommendation/auditioned entrance based on vocal and music literacy skill and knowledge.
This class stresses advanced choral performance techniques. In this class, students will continue developing strong vocal technique skills, sight-singing skills, and music theory content. Students will be called to be student leaders and will be provided with additional performance opportunities for concerts and competitions. Attendance at rehearsals and concerts outside of the school day (including weekends) is required. A yearlong commitment is recommended. Underclassmen may be selected based on audition to take the concert choir as an accelerated option.

•Chorus 7 (Formerly Concert Choir for fall 11th graders and select underclassmen) 35AO00CW

Prerequisite: Student must have received a passing grade in Chorus 6 or teacher recommendation/auditioned entrance based on vocal and music literacy skill and knowledge..
This class stresses advanced choral performance techniques. The choir performs yearly at the State Choral Competition, a national competition, and for other community and school events. This course emphasizes a variety of musical styles and technical skills consistent with the highest grade of choral literature. By enrolling and being accepted through audition, the student agrees to attend rehearsals, activities, and performances outside of the regular school day (including weekends) as required by the choral director. A yearlong commitment is recommended.

•Chorus 8 (Formerly Concert Choir for spring 11th graders and select underclassmen) 35A100CW
Prerequisite: Student must have received a passing grade for Chorus 7 or teacher recommendation/auditioned entrance based on vocal and music literacy skill and knowledge..
This class stresses advanced choral performance techniques. The choir performs yearly at the State Choral Competition, a national competition, and for other community and school events. This course emphasizes a variety of musical styles and technical skills consistent with the highest grade of choral literature. By enrolling and being accepted through audition, the student agrees to attend rehearsals, activities, and performances outside of the regular school day (including weekends) as required by the choral director. A yearlong commitment is recommended.

• Chorus 8 Honors (Formerly Concert Choir Honors for 11th graders) 35A100HW
Prerequisite: Student must have received a passing grade in a minimum of 4 total chorus courses with at least 2 at the Concert Choir level.
Honors Chorus members may receive honors credit in the eleventh and twelfth grade for completing all requirements of the Honors chorus curriculum. This course will provide opportunities for advancement and refinement of musical potential, higher level thinking skills, and aesthetic judgement. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, creative development and self-evaluation. Honors Chorus provides a rigorous and challenging curriculum for those select chorus students with the commitment and ability to undertake a more demanding workload in the areas of music performance and scholarship.

•Chorus 9 (Formerly Concert Choir for fall 12th graders and select underclassmen) 35A200CW
Prerequisite: Student must have received a passing grade in Chorus 8 or Chorus 8 Honors.
This class stresses advanced choral performance techniques. The choir performs yearly at the State Choral Competition, a national competition, and for other community and school events. This course emphasizes a variety of musical styles and technical skills consistent with the highest grade of choral literature. By enrolling and being accepted through audition, the student agrees to attend rehearsals, activities, and performances outside of the regular school day (including weekends) as required by the choral director. A yearlong commitment is recommended.

•Chorus 10 (Formerly Concert Choir for spring 12th graders and select underclassmen) 35A300CW
Prerequisite: Student must have received a passing grade in Chorus 9.
This class stresses advanced choral performance techniques. The choir performs yearly at the State Choral Competition, a national competition, and for other community and school events. This course emphasizes a variety of musical styles and technical skills consistent with the highest grade of choral literature. By enrolling and being accepted through audition, the student agrees to attend rehearsals, activities, and performances outside of the regular school day (including weekends) as required by the choral director. A yearlong commitment is recommended.

•Chorus 10 Honors (Formerly Concert Choir Honors for Seniors) 35A300HW
Prerequisite: Student must have received a passing grade in a minimum of 4 total chorus courses with at least 2 at the Concert Choir level.
Honors Chorus members may receive honors credit in the eleventh and twelfth grade for completing all requirements of the Honors chorus curriculum. This course will provide opportunities for advancement and refinement of musical potential, higher level thinking skills, and aesthetic judgement. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, creative development and self-evaluation. Honors Chorus provides a rigorous and challenging curriculum for those select chorus students with the commitment and ability to undertake a more demanding workload in the areas of music performance and scholarship.

ORCHESTRA

Playing a stringed instrument presents a unique opportunity for high school students who are interested in doing something out of the ordinary. Playing a stringed instrument fosters musical expression and creativity, enhances the ability to work with others toward a common goal, and creates a challenging outlet for leisure time. Through self-motivation, daily rehearsals and participation in various school and community concerts, the "string experience" provides an excellent opportunity for students to achieve personal satisfaction through music.

•Orchestra 1 (Formerly Concert Orchestra offered fall of 9th grade) 355100CW
Prerequisite: Successful completion of RHS middle school orchestra program or teacher recommendation.

•Orchestra 2 (Formerly Concert Orchestra offered spring of 9th grade) 355200CW
Prerequisite: Successful completion of orchestra 1 or teacher recommendation.

•Orchestra 3 (Formerly Concert Orchestra offered fall of 10th grade)
355300CW
Prerequisite: Successful completion of orchestra 2 or teacher recommendation.

•Orchestra 4 (Formerly Concert Orchestra offered spring of 10th grade) 355400CW
Prerequisite: Successful completion of orchestra 3 or teacher recommendation.

Orchestra 1-4 (Formerly Concert Orchestra Years 1 and 2) - The Concert Orchestra is a performance-focused ensemble where students at the intermediate performance level continue to develop their skills in tone production, technique, and ensemble fundamentals through the preparation, study, and performance of a variety of repertoire. All rehearsals and performances outside of the regular school hours are mandatory. Students are highly encouraged to take Orchestra in both the Fall and Spring semesters, for the continuation of personal skill development and progression of the ensemble. Students may progress from 8th grade to Concert Orchestra with the approval of their middle school director, however continuation in high school and advancement to Chamber Orchestra is based upon an audition and director approval.

•Orchestra 5 (Formerly Chamber Orchestra) 35F000CW
Prerequisite: Successful completion of Orchestra 4 or teacher recommendation.

•Orchestra 6 (Formerly Chamber Orchestra) 35F100CW
Prerequisite: Successful completion of Orchestra 5 or teacher recommendation.

•Orchestra 7 (Formerly Chamber Orchestra) 35F200CW

Prerequisite: Successful completion of Orchestra 6 or teacher recommendation.

•Orchestra 8 (Formerly Chamber Orchestra) 35F300CW
Prerequisite: Successful completion of Orchestra 7 or teacher recommendation.

Orchestra 5-8 (Formerly Chamber Orchestra) - These courses are advanced orchestra courses where students have mastered the skills from Orchestra 1-4 (Concert Orchestra. Students in Orchestra 5-8 will demonstrate exceptional abilities in performing, analyzing, and evaluating diverse repertoire. This ensemble utilizes a performance-driven approach to class and individual study and participates in various local, regional, and state events, with required rehearsals and performances outside of regular school hours. Traditionally offered beginning in the 10th grade year, students are highly encouraged to take Orchestra in both the fall and spring semesters for the continuation of personal skill development and progression of the ensemble.

•Orchestra 8 Honors (Formerly Chamber Orchestra Honors) 35F300HW
Prerequisite: Completion of Chamber Orchestra 7 or Teacher Recommendation
Orchestra 8 Honors (Chamber Orchestra Honors) In addition to the work for Chamber Orchestra, the Honors section allows students to engage in self-directed projects, requiring the completion of three projects throughout the semester and enrollment in both the Fall and Spring semesters to maintain honors status. This course is designed to enhance the Chamber Orchestra experience and provide opportunities for students in grades 11 and 12 to earn one honors credit each year by fulfilling the additional curriculum requirements. Emphasis is placed on refining individual performance and ensemble skills, recognizing musical styles and historical periods, the application of music theory, and advancing overall musical development through the study and performance of complex literature.

Orchestra 8 Honors is offered second semester embedded within Orchestra 8 (formerly Chamber Orchestra). Members may receive honors credit for completing all requirements of the advanced Orchestra Honors curriculum. This course will provide opportunities for advancement and refinement of individual musical potential, higher level reasoning skills, and aesthetic judgment. Emphasis is placed on refining ensemble performance skills, recognition of musical styles and historic periods, and the study of more advanced literature for string orchestra, chamber ensembles, as well as creative and overall musical development.

•Orchestra 9 (New Course) 35F400CW
Prerequisite: Completion of Orchestra 8 and teacher recommendation.
Orchestra 9 is an additional level of advanced chamber orchestra course designed for dedicated senior musicians who want to continue their learning of music literacy and performance skills individually and in an ensemble.

•Orchestra 10 (New Course) 35F500CW
Prerequisite:Completion of Orchestra 9 and teacher recommendation.
Orchestra 10 is a senior only course that is designed to offer the accelerated orchestra student the opportunity to hone their skills in orchestra performance and musicianship. Additional expectations for course work and performances will be required.

•Orchestra 10 Honors (New Course) 35F500HW
Prerequisite:Completion of Orchestra 9 and teacher recommendation.
Orchestra 10 is embedded in orchestra 10 as an advanced opportunity for students to receive honors credit. The honors course is designed to offer the accelerated orchestra student the opportunity to hone their skills in orchestra performance and musicianship. Additional expectations for course work and performances above the level of orchestra 10 will be required.

GUITAR

•Guitar 1 (Formerly Introduction to Guitar) **356700CW**
Prerequisite: Open to all grade levels with director approval.
Guitar 1 focuses on music appreciation, the understanding of music theory, fundamentals of guitar, and performance. Students will learn to read music notation, chord symbols, and tablature. Popular music and other music genres will provide the backdrop for the study of music theory, music history, and music performance.

•Guitar 2 **458000CW**
Prerequisite: Successful completion of Guitar 1 or audition.

•Guitar 3 **458100CW**
Prerequisite: Successful completion of Guitar 2 or audition.

•Guitar 4 **458200CW**
Prerequisite: Successful completion of Guitar 3 or audition.

Guitar 2, 3, and 4 (Formerly Intermediate Guitar) - Students in this course sequence must have either successfully completed Guitar 1 or have performed an audition to enroll (in addition to having the approval of the director). The curriculum focuses on the continuation and development of technique, exploring music theory and history, and includes performance in various ensembles as well as composing and arranging for those ensembles. Participants will be assessed through both written and performance-based assignments and will culminate their learning with a concert or recorded performance at the end of the semester. Each course in this sequence will grow in the level of skills and music knowledge required.

DANCE

Note: Due to staffing and facilities, this course is only offered at Northwestern High School.

• Dance 1 **450100CW**
Prerequisite: None
Dance elements, creative movement and social dances will be taught in this class, along with basic techniques and histories of ballet, modern, jazz, and basic choreography. No previous dance experience is required.

• Dance 2 **450200CW**
Prerequisite: Dance 1
Dance 2 is the continuation of Dance 1. In this course, we will build on the knowledge presented in Dance 1 (human body, dance styles, and choreographic tools) to further learn about kinesiology, various dance techniques, historic dance events and influencers, careers in dance, and choreographic tools. Students will use their knowledge to create and perform in the dance concert at the end of the semester.

• Dance 3 **450300CW**
Prerequisite: Dance 2 and audition
In Dance 3, students will build on the knowledge presented in Dance 1 and 2 to further learn about abstract work, various dance genres, performance values, and choreographic tools. Students will rehearse and refine their technique in various dance genres, as well as explore new strategies for composing choreography. Students will use their knowledge to create and perform in the dance concert at the end of the semester, in addition to local school performances.

• Dance 4 **450400CW**

Prerequisite: Dance 3 and audition

Dance 4 builds on the knowledge presented in Dance I, II, and III to further learn about abstract work, various dance techniques, performance values, and choreographic tools. Students will rehearse and refine their technique in various dance genres, as well as explore and experiment with various strategies to compose choreography. Students will work closely with performance and choreographic strategies to learn new aspects of the dance art form. Students will use their knowledge to create and perform in the dance concert at the end of the semester, in addition to local school performances.

AFJROTC

The **mission** of the Air Force Junior Reserve Officer Training Corps (AFJROTC) program is to "Develop citizens of character dedicated to serving their nation and community."

The **goal** of the AFJROTC program are to instill in high school students the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

Each AFJROTC semester course is one (1) elective credit. First time cadets without a Physical Education credit will be granted Physical Education credit upon successful completion of their first semester of AFJROTC.

All cadets must comply with Air Force uniform wear standards. The following provides an overview of expectations but is not all inclusive:

Male Standards: When in uniform, the cadet's hair must be neat in appearance and conform to the shape of the head, must be tapered in appearance, and must not interfere with the proper wear of the JROTC headgear. The male hair cannot exceed 1 ¼ inches of bulk. The hair cannot touch the ears and sideburns cannot extend below the bottom opening of the ear. This does not mean that males have to have "high and tight" haircuts. Faddish hairstyles such as corn rows, smokestacks and bowl cuts are not permitted while in uniform. Hair color must be natural for the ethnicity of the cadet involved. Males may have mustaches, but they must be neatly trimmed. Male earrings must be removed when wearing the JROTC uniform. Cadets should not have additional piercing in their ears while in JROTC because spacers and additional earrings are not authorized for wear with the uniform. Note: Cadets may not have visibly pierced body parts (nose, tongue, eyelid, lip, etc.) while in uniform.

Female Standards: When in uniform, the female hair cannot exceed three inches in bulk and it cannot extend below the back of the collar of the uniform. The hairstyle must permit proper wear of the JROTC headgear. Only one pair of earrings may be worn with the uniform. The earrings must be small and spherical stud-type earrings. Cadets should not have additional piercing in their ears while in JROTC because spacers and additional earrings are not authorized for wear with the uniform. Hair color, highlights, lowlights, and frosting will *not* be faddish or extreme and will be natural looking hair color, similar to the individual's hair color (e.g. black, brunette, blond, natural red, and grey). Nail polish must be clear or neutral in color or may be finished in a French manicure style. When in uniform, female cadets must wear hair accessories that match the color of the hair. Note: Cadets may not have visibly pierced body parts (nose, tongue, eyelid, lip, etc.) while in uniform.

Air Force Junior ROTC classes are offered by the AFJROTC department and are only available to AFJROTC students. Each AFJROTC class consists of three components: An Aerospace Science component, a Leadership Education component, and a wellness component. Each high school AFJROTC program can choose from the following courses each year:

AERSOSPACE SCIENCE COURSES

AS 100: A Journey into Aviation History. This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

AS 200: The Science of Flight: A Gateway to New Horizons. An introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students.

AS 220: Cultural Studies: An Introduction to Global Awareness. This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region

AS 300: Exploring Space: The High Frontier. This is a course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions.

AS 400: Management of the Cadet Corps. The cadets manage the corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

AS 410: Survival: Survive * Return. The *Survival* text is a synthesis of the basic survival information found in Air Force Regulation 64-4 *Survival Training*. The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation. The information is just as useful to an individual lost hunting or stranded in a snowstorm.

AS 500: Aviation Honors Ground School. This course is the foundation for students interested in receiving a private pilot's license. The material covered is an advanced, more in-depth study of aerospace topics. Aviation Ground Honors School (AHGS) is taught as the Aerospace Science component of an AFJROTC class.

AS 510: AFJROTC Honors Senior Project. This project is provided for those units who have students that want to continue on in AFJROTC during their senior year and receive honors credit. It will allow top cadets to earn Honors Credit for a more demanding version of "Management of the Cadet Corps" allowing cadets the opportunity to improve their leadership, management, and organizational skills. **Note: High performing junior cadets may be permitted to manage Cadet Corps at instructor discretion. The Senior Aerospace Science Instructor at each school will be the final authority concerning which students are allowed to enroll in this course.**

LEADERSHIP EDUCATION COURSES

LE 100: Traditions, Wellness, and Foundations of Citizenship. This course will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and exam the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success.

LE 200: Communication, Awareness, and Leadership. Leadership Education 200 stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

LE 300: Life Skills and Career Opportunities. This course provides an essential component of leadership education for today's high school students. This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates

LE 400: Principles of Management. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps.

LE 500: Drill and Ceremonies. The Drill and Ceremonies course provides an in-depth introduction to drill and ceremonies. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on.

WELLNESS PROGRAM: The Cadet Wellness Program is an official and integral part of the Air Force Junior ROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized training programs for your cadets. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100.

Instructors are free to include other activities cadets enjoy such as team sports in order to keep the Wellness Program fun and motivating.

CAREER AND TECHNOLOGY EDUCATION (CTE)

Rock Hill Schools – both at the Applied Technology Center (ATC) and in its high schools – offers a variety of career and technical education (CTE) high school courses, designed specifically to prepare students for success in college, technical/specialty school, or the workforce. CTE courses provide Rock Hill School District students the opportunity to use academic skills in a project-based, hands-on learning environment while utilizing workplace skills.

- Students who successfully complete the required number of courses in a program may earn a Certificate of CTE Completion as a Rock Hill School District and/or SC State CTE Completer.
- Students may qualify to participate in a work-based learning (WBL) education experience. Work-based learning is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to each students' career goals and interests, while based on instructional preparation, and are performed in partnerships with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service- oriented work environment.
- Students may earn industry certification or licensure aligned with their related industry area.
- Due to safety and workforce expectations and requirements, admittance into an entry-level course and/or program of study can be affected by a student's attendance, discipline record, and/or ability to meet academic criteria.
- Upper level career courses have recommended prerequisites or state department requirements based on final grades. Final grades of 75 or 80 are generally required in order to advance to the next level course.
- Students with excessive absences or excessive/severe discipline concerns may be dropped from their CTE program of study.
- Students who need assistance with any course fees should contact a counselor or administrator.

AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

Horticulture or Plant and Animal Systems Pathway

Horticulture

4 unit completer pathway

Agricultural Science & Technology**
Intro to Horticulture
Ag Mechanics & Technology
Agribusiness & Marketing

**9th graders

Plant and Animal Systems

4 unit completer pathway

Agricultural Science and Technology**
Ag Crop Production & Management
Agri-Business & Marketing
Ag Mechanics & Technology
Animal Science
Intro to Veterinary Science

**9th graders

• Agricultural Science and Technology (Grades 9-12) **562400CW**

The Agricultural Science and Technology course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Typical learning activities include hands-on learning experiences including performing basic principles of plant, soil, and animal science; studying and modeling the significance of humankind's interrelationship with soil, water, and air; and participating in FFA activities. This course is a component of the following Agriculture, Food and Natural Resources Pathways: Agricultural Mechanics and Technology, Environmental and Natural Resources Management, Horticulture, Plant and Animal Systems.

• Animal Science **560300CW**

PREREQUISITE: Agricultural Science and Technology with a recommended grade of 75 or higher

Animal Science provides an overview of the animal science industry, including information on the biological makeup of various species of agricultural livestock. It also provides students with beneficial information on animal behavior before they decide to embark on a career in Animal Science. Animal Science is recommended as a prerequisite for other courses in Animal Science. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of farm animals and farm animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; planning and implementing a relevant work-based learning transition experience; and participating in Future Farmers of America (FFA) activities.

• Introduction to Horticulture **565000CW**

PREREQUISITE: Agricultural Science and Technology with a recommended grade of 75 or higher

The Introduction to Horticulture course is designed to be an introduction to the Horticulture pathway. It is recommended as a prerequisite for all other horticulture courses. This course includes organized subject matter and practical experiences related to the culture of plants used principally for ornamental or aesthetic purposes. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing ornamental horticulture enterprises.

• Agricultural Mechanics and Technology **566000CW**

The Agricultural Mechanics and Technology course is designed as an introductory course to the Agriculture Mechanics Career Pathway. In addition, it provides development of general mechanical skills, which are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in woodworking, metalworking, welding, small engine repair, basic farm and homestead improvements, participating in personal and community leadership development activities, planning and implementing a relevant work-based learning transition experience, and participating in Future Farmers of America (FFA) activities.

• Introduction to Veterinary Science (Grades 11 and 12 only) **561300CW**

PREREQUISITE: Agricultural Science and Technology with a recommended 75 or higher OR Health Science 1 and Health Science 2 with a 75 or higher in both courses.

COREQUISITE: Students must provide transportation to and from internship locations.

In this advanced animal science course, students explore the field of vet medicine. Students will study the role of a vet and vet technician in the diagnosis and treatment of animal diseases. Topics include veterinary terms, anatomy and physiology, pathology, genetics, handling and restraint, physical exams, and common surgical skills. Students will engage in a variety of lab activities and will participate in shadowing/work-based

learning experiences. This course is a component of the following pathways: Agriculture, Food, and Natural Resources: Plant and Animal Systems as well as Health Science.

• Agri-Business and Marketing **560000CW**

PREREQUISITE: Agricultural Science and Technology with a recommended grade of 75 or higher

The course in Agricultural Business Management is designed for the student who plans to seek employment on, manage, or own a farm; or seek employment in an agribusiness field. Students will be involved in learning activities that generally prepare him/her to apply the economic and business principles involved in the organization, operation, and management of the farm, ranch, or agribusiness. Typical instructional activities include hands-on experiences with applying modern economic and business principles involved in the organization, operation, and management of agricultural businesses including the production and marketing of agricultural products and services; applying computer application models; participating in personal and community leadership development activities; planning and implementing a relevant school- to-work transition experience; and participating in FFA activities. This course is a component of the following Agriculture, Food and Natural Resources Pathways: Horticulture, Agricultural Mechanics and Technology, Plant and Animal Systems.

• Agriculture, Food & Natural Resources Internship, Work-Based Credit **569000CW**

Grade Level: 12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

ARCHITECTURE AND CONSTRUCTION CLUSTER

Architecture/Mechanical Design Pathway

Architecture/Mechanical Design

4 unit completer pathway

Mechanical Design 1**
Mechanical Design 2
Architectural Design 1 Honors
Architectural Design 2 Honors

** 9th graders with **Algebra 1**

• Mechanical Design 1/Drafting 1 **617200CW**

PREREQUISITE: Algebra 1 with a 75 or higher strongly recommended.

The Mechanical Design courses provide the students interested in engineering or architecture with the basic fundamentals of technical drawing used in all types of fields. Students will learn how to read and design blueprints. This course is a broad introduction to mechanical design using Computer-Aided Design (CAD) tools and freehand sketching fundamentals. Emphasis is placed on a thorough understanding of projection principles and the visualization of exact space conditions relevant to 3D modeling. Mechanical Design 1 provides the student with an understanding of basic drafting concepts such as single ANSI drafting standards,

alphabet of lines and views of objects. Students will use AutoCAD and Inventor Software to construct 2D and 3D drawings.

• Mechanical Design 2/Drafting 2 **617300CW**

PREREQUISITE: Mechanical Design 1 with a recommended 75 or higher.

Mechanical Design 2 will focus on the understanding of the standard engineering views used throughout the engineering profession. This course utilizes AutoCAD 2D design software as well as 3D Inventor Modeling software to help the student understand single view drawings, descriptive geometry, orthographic projection, section views, auxiliary views, pictorial drawings, threads, working drawings and gears.

• Architectural Design 1 Honors/Drafting 3 Honors **617000HW**

PREREQUISITE: Mechanical Design 1 with a recommended grade of 75 or higher

Architectural Design 1 will focus on the fundamentals of civil engineering and architectural drafting. The students will utilize AutoCAD 2D design software and AutoDesk Revit Architectural 3D software. Students will generate Geographical Information System (GIS) maps using civil engineering principles in AutoCAD. Students will then design and create residential house plan sets that include floor plans, elevations, furniture plans, wall sections, foundation plan and details. The student will also generate 3D renderings of the house design, interiors, and landscape design Using Revit Software. Students will also be exposed to survey coordinates and plot plan layouts used in placing their house design on a lot of land.

• Architectural Design 2 Honors/Drafting 4 Honors **617100HW**

PREREQUISITE: Architectural Design 1 Honors with a recommended grade of 75 or higher

Architectural Design 2 Honors will focus on residential and commercial building designs. Students will utilize Autodesk Revit to design and create their own house plan design as well as commercial buildings adhering to building codes and industry design standards. House plan sets will include floor plans, elevations, furniture plans, wall sections, foundation plan and details. The student will also generate 3D renderings of the house design, interiors, and landscape. Upon successful completion of the architectural design program, students will be prepared for postsecondary education and entry-level architectural-related careers.

• Arts/Audio Video Technology Internship, Work-Based Credit **529000CW**

Grade Level 11, 12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Carpentry Pathway

Carpentry

4 unit completer pathway

Intro to Construction**
Carpentry 1
Carpentry 2
Carpentry 3 Honors

**9th graders

• Introduction to Construction **600109CW**

Is a career in the construction trades for you? This course includes an overview of safety, an orientation to the construction trades, construction math concepts, communication skills, employability skills, and an introduction to hand tools, power tools, and blueprints. Students complete hands-on tasks as they work with tools and complete assignments from a textbook or online. Students will get a brief overview of carpentry, masonry, electricity, and plumbing. Students will develop a concept of teamwork, problem solving, and utilization and conservation of resources. Subject matter will include career choices and application of concepts related to becoming a professional in the construction field.

• Carpentry 1 **609101CW**

PREREQUISITE: Introduction to Construction with a recommended grade of 75 or higher

Carpentry 1/Construction Engineering prepares students to successfully work in the carpentry field by the students gaining the basic skills needed in the trade, such as: reading blueprints, using hand and power tools, and selecting building materials. Students complete hands-on tasks as they work with tools and complete assignments from a textbook or online. Techniques to construct floor systems, wall frames, basic roof framing, and roofing materials are covered. This course will also include career exploration, good work habits, and employability skills. Students will have an opportunity to complete a 10-hour OSHA safety program and earn a safety credential if successfully completed. Students will work on various projects for the classroom and other programs at the school, build storage units and other items. Students should be able to climb and work at heights. Carpentry 1/Construction Engineering is a semester course.

• Carpentry 2 **609200CW**

PREREQUISITE: Carpentry 1 with a recommended grade of 75 or higher

Carpentry 2 and 3 are paired courses (2-blocks, one semester). Students review subjects covered in Carpentry 1/Construction Engineering, and learn more advanced practices of floor, wall, and roof framing.
Units on estimating materials, framing with light-gauge steel, ceiling construction, laying out building lines, roof structures, stair construction, drywall installation, installing doors and windows, interior trim and exterior finishing are also covered. Students will have an opportunity to earn an industry recognized credential sponsored through the National Home Builders Association (NAHB) if successfully completed. Students will also develop employability skills by creating a portfolio that contains a cover letter, resume, and a letter of recommendation. The student will also participate in mock interviews to help prepare them for job placement.

• Carpentry 3 Honors **609300HW**

PREREQUISITE: Carpentry 2 with a recommended grade of 75 or higher

Carpentry 2 and 3 are paired courses (2-blocks, one semester). Students review subjects covered in Carpentry 1/Construction Engineering, and learn more advanced practices of floor, wall, and roof framing.
Units on estimating materials, framing with light-gauge steel, ceiling construction, laying out building lines, roof structures, stair construction, drywall installation, installing doors and windows, interior trim and exterior finishing are also covered. Students will have an opportunity to earn an industry recognized credential sponsored through the National Home Builders Association (NAHB) if successfully completed. Students will also develop employability skills by creating a portfolio that contains a cover letter, resume, and a letter of recommendation. The student will also participate in mock interviews to help prepare them for job placement.

• Architecture & Construction Internship, Work-Based Credit **669000CW**
Grade Level 11, 12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Electricity Pathway

Electricity
4 unit completer pathway

Intro to Construction**
Electricity 1
Electricity 2
Electricity 3 Honors
**9th graders

• Electricity 1 **628701CW**
PREREQUISITE: Introduction to Construction with a recommended grade of 75 or higher
Level 1 students learn the basics of the electrical trade. The most important subject of this course is safety. We will cover safety with tools and on the jobsite, as well as how to correctly use personal protective equipment (PPE). Along with safety, employability skills are an area of study that is vital to students getting and maintaining employment. We will cover what it takes to be successful in the electrical industry. Students are introduced to tools, materials, equipment, the National Electric Code (NEC), wiring diagrams, blueprints, and the basics of electrical theory.

• Electricity 2 **628800CW**
PREREQUISITE: Electricity 1 with a recommended grade of 75 or higher
Level 2 and 3 build on the skills from Level 1. Safety remains our #1 priority. PPE use is continued. Employability moves past soft skills to resume building and mock interviews. Professionals from the electrical trade are invited in to share their knowledge with students as guest speakers. Students learn to navigate as well as interpret the National Electric Code. Residential mock wiring continues with an emphasis on specialty circuits and service entrance equipment. Students also learn the aspects of "Old Work" by cutting boxes and fishing wires in finished drywall. Level 2/3 also includes mock commercial wiring using Metallic Cable (MC) and electrical metallic tubing (EMT). Students are taught the use of various meters for installation and troubleshooting. Upon completion students wishing to enter the electrical field are given assistance with job placement.

• Electricity 3 Honors **628900HW**

PREREQUISITE: Electricity 2 with a recommended grade of 75 or higher

Level 2 and 3 build on the skills from Level 1. Safety remains our #1 priority. PPE use is continued. Employability moves past soft skills to resume building and mock interviews. Professionals from the electrical trade are invited in to share their knowledge with students as guest speakers. Students learn to navigate as well as interpret the National Electric Code. Residential mock wiring continues with an emphasis on specialty circuits and service entrance equipment. Students also learn the aspects of "Old Work" by cutting boxes and fishing wires in finished drywall. Level 2/3 also includes mock commercial wiring using Metallic Cable (MC) and electrical metallic tubing (EMT). Students are taught the use of various meters for installation and troubleshooting. Upon completion students wishing to enter the electrical field are given assistance with job placement.

• Architecture & Construction Internship, Work-Based Credit **669000CW**

Grade Level 11, 12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

HVAC Technology Pathway

HVAC Technology

4 Unit Completer Pathway

Intro to Construction**

HVAC 1

HVAC 2

HVAC 3

**9th graders

• HVAC Technology 1, 2, 3 **600300CW, 600400CW, 600500CW**

PREREQUISITE: For HVAC Technology 1, Introduction to Construction with a recommended grade of 75 or higher. For HVAC Technology 2, 3 recommended grade of 75 or higher in each preceding course to advance to the next level

HVAC technology courses offer students specialized training related to the design, installation, and repair of air conditioning systems for residential and commercial use. These courses may emphasize the theory and design of electrical, electronic, mechanical, and pneumatic control systems and trouble-shooting, servicing, and installing components of air conditioning systems.

• Architecture & Construction Internship, Work-Based Credit **669000CW**
Grade Level 11, 12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS CLUSTER

Digital Art and Design Pathway

Digital Arts
4 unit completer pathway

Digital Arts 1**
Digital Arts 2
Digital Arts 3 Dual Credit
Digital Arts 4 Dual Credit
**9th graders

• Digital Art and Design 1 (Grades 9-12) **612000CW**
This course is designed to provide the student 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; preparing documents for output to various types of media; the functions of the Mac computer and how to troubleshoot technology. The software used in this class is the most current version of Adobe Photoshop and Illustrator CC (Creative Cloud).

• Digital Art and Design 2 (Grades 10-12) **612100CW**
PREREQUISITE: Digital Art and Design 1 with a recommended 75 or higher
This course prepares students to use artistic and technological foundations to design, create and program interactive animations. The design principles from the previous course are now combined with animation, including image creation, character development and story conception through production. Students learn the technical language used in the digital art and animation industry along with basic design, animation and coding methods. The curriculum includes basic 2D animations, 3D, motion graphics and special effects. They will also learn techniques about various ways to plan, create, design and prepare for animation in pre-production, production and post-production. The software used in this class is the most current version of Garageband, Adobe Photoshop, Illustrator, Animate and After Effects CC (Creative Cloud).

• Digital Art and Design 3 Dual Credit: (Grades 11-12) **612200EW**

Students in this course may earn dual credit through York Technical College.

ARV 121 Design

ARV 123 Composition and Color

PREREQUISITE: Digital Art and Design 1 and 2 with a recommended grade of 75 or higher and meet YTC enrollment requirements for dual credit

This dual credit course studies the fundamentals of computer assisted graphic design and introduces students to the computer as an instrument to create page layout, vector art, and digital design. Industry standard software is taught and will focus on vector art using Bezier curves. Students will learn the functions of the computer and how to troubleshoot technology. Students learn the technical language used in the graphic illustration industry, design methods, color and composition. Concepts learned are a great foundation for anyone pursuing a career in the print industry, for production artists, illustrators, animators, and graphic designers. Students must earn a B or higher in this course as a prerequisite to move on to the next level course. The software used in this class is the most current version of Adobe Illustrator and InDesign CC (Creative Cloud).

• Digital Art and Design 4 Dual Credit (Grades 11-12) **612300EW**

Students in this course may earn dual credit courses through York Technical College.

ARV 110 Computer Graphics

ARV 212 Digital Photography

PREREQUISITE: Digital Art and Design 1, 2 and 3 Dual Credit with a recommended grade of 80 or higher and meet dual credit enrollment requirements for dual credit

This dual credit is a study of the principles, terminology, techniques, tools and materials of basic digital photography. This course is part of the Digital Art and Design Program, which introduces the skills needed by students for careers in the commercial art fields. Whether working freelance or for a large company, the modern commercial artist is expected to have skills that cover many fields. Photography and Digital Art are the focus of this class, with students learning how to capture images using different photographic methods, including digital SLR cameras, scanners, and film. Students will use the images they capture, learning how to process and incorporate them into projects that communicate an effective message. Students learn the technical language used in the digital photography industry and basic design methods. The core concepts of this class give students an introduction to a career in photography, advertising, digital art, retouching and restoration. Students will also receive professional certification in design and/or workforce readiness. The software used in this class is the most current version of Adobe Photoshop and Lightroom CC (Creative Cloud).

• Arts, Audio-Video Tech. Communications Internship, Work-Based Credit **529000CW**

Grade Level 11, 12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program.

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Media Technology Pathway

Media Technology
4 unit completer pathway

Media Technology 1**
Media Technology 2
Media Technology 3
Media Technology 4
**9th graders

• Media Technology 1 (Grades 9-12) **612401CW**

For those creative students with an interest in video media, this course will walk students through the planning and scriptwriting to filming and video editing. A detailed introduction to Adobe Premiere Pro and video editing concepts will provide students with the tools to assemble their acquired video elements into various video projects. By the end of this course, students will be able to produce their own videos by writing, planning and filming a script and then fully edit their video into an engaging short film. This course is geared for the creative and problem-solving learner. While there is no prerequisite class, students should be computer savvy, capable of working in teams, willing to work outside regardless of weather, and agreeable to carrying and being responsible for production equipment as needed.

• Media Technology 2 **612502CW**

PREREQUISITE: Media Technology 1 with a recommended grade of 75 or higher and/or recommendation from instructor

Students will continue to explore the general field of video production and media production industries. Capitalizing on what students learned in the Introduction class, students will focus on and produce various video content: PSAs, promotional, informative, documentary, and more. While in this course, students will be using class members as the production unit focusing on filmmaking, including story development, production/post-production techniques, and directing using industry-standard software and equipment. Safety is emphasized in this course and students will have the opportunity to acquire an industry-recognized safety certification. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications.

• Media Technology 3 **612603CW**

PREREQUISITE: Media Technology 2 with a recommended grade of 75 or higher and/or recommendation from instructor

This “behind the scenes” broadcast production course teaches the technical applications of television studio production. Students who are motivated, disciplined and can professionally interact with guests (including school district office staff and local dignitaries) will be producing videos that will be aired locally. Each student will learn a myriad of jobs in the studio including: director, studio camera operator, lighting tech, graphic designer, audio engineer, set designer and post-production editor. Students will continue to develop their Adobe Premiere Pro skills in post-production. Students must be willing to write scripts, engage with guests, work in teams, and carry heavy set pieces off and on the set for the variety of shows taped during the semester.

• Media Technology 4 **612704CW**

PREREQUISITE: Media Technology 3 with a recommended grade of 75 or higher and/or recommendation from instructor

Media Technology 4 is the final course in the Media Technology program. In this course, students are expected to demonstrate mastery of media production skill sets and consistently apply these skills to their projects. Students will work independently and collaboratively to produce advanced projects with industry-standard software, equipment, and emerging technologies. This course may incorporate work-based learning. Students are expected to finalize professional materials for entry-level employment in media industries including earned industry-recognized certifications. This advanced video editing-media technology class is geared towards the self-motivated student that wants to build on their existing Adobe Premiere Pro skills and attain certification. Students in this class will continue to develop and enhance their video production skills and will have the opportunity to incorporate other Adobe suite applications into their workflow. Throughout the semester, students will seek out community, district, and home high school video projects. These projects include but are not limited to: documentaries, PSAs (Public Service Announcements), community leader interviews, social media videos, sports highlights, and more. Students must be willing to write scripts, shoot video outside of school hours, carry heavy field production equipment and record scenes outside regardless of the weather. By the end of this course, students will have created quality video projects to be included in their pre-professional portfolios.

• Arts/Audio Video Technology Internship, Work-Based Credit **529000CW**

Grade Level 11, 12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

General Management

3 unit completer pathway

Required courses:

- Accounting 1
- Entrepreneurship

Plus one more of the following:

Accounting 2
Business Finance
Business Law
Fundamentals of Webpage Design
Marketing

• Accounting 1
500100CW
Helps the student develop an understanding of assets, liabilities, owner's equity, payroll and taxes as students learn how to maintain business records and prepare financial statements. An accounting background provides the necessary skills to manage personal finances and prepare for further accounting and business study in college.

• Entrepreneurship **540000CW**
This course fulfills the requirement for graduation credit. Focuses on the managerial process and examines the functions of planning, organizing, staffing, and directing as related to the activities and responsibilities of an entrepreneur. It also includes interpretation of financial documents. The course will include the use of the computer with simulations as well as instruction for spreadsheet software

• Business Law **504400CW**
This course is designed to provide the student with knowledge of the legal environment in which a consumer operates, to provide the student with knowledge of the legal environment in which a business operates, and to provide the student with the knowledge of legal principles. Emphasis is placed on the effects that legislation has on business practices, legal forms, and legal terminology. Case problems and activities will help students learn about rights, privileges, and responsibilities of consumers, workers, and citizens.

• Marketing (Grades 10-12) **542100CW**
This course introduces marketing concepts, economic marketing, and business fundamentals. Students are provided with an overview of the marketing functions of selling, promotion, pricing, financing, and distribution. Communication and oral presentation skills are mandatory. The marketing course is designed to prepare students for entry-level employment in areas related to planning and performing wholesale and retail services. Potential employment sites include businesses of all types, such as financial institutions, real estate, retail establishments, public relations, and sports and entertainment venues.

• Work Based Learning: Business Management & Administration Internship, Work-Based Credit 549000CW
Grade Level 11, 12
PREREQUISITE: Completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of CTE coursework of an approved sequence in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

EDUCATION AND TRAINING CLUSTER

Introduction to Teaching Pathway

Introduction to Teaching
4 unit completer pathway

Required courses:
Intro to Teaching 1
Intro to Teaching 2 - yearlong
Plus one more of the following:
- Child Development 1
- Child Development 2
- Entrepreneurship
- Family & Consumer Sciences 1
- Family & Consumer Sciences 2
- Family Life Education
- Fundamentals of Computing
- Fundamentals of Web Page Design
- Health Science 1
- Human Development
- Parenting Education
- Teacher Cadet Dual Credit

• Introduction to Teaching 1 **570300CW**
Grade level 10,11,12
Introduction to Teaching 1 is designed to prepare students for careers in the education field. This course will examine careers in early childhood, elementary, secondary, and postsecondary education. Students will work in a 4-year old kindergarten classroom weekly. Students learn the foundations of education, human growth and development, brain development, teaching strategies, classroom management, and instructional planning and assessment. Technology, professionalism, and academic skills are integrated throughout the course work. Students have the opportunity to earn OSHA 10 General Industry Certification. Students must earn a grade of 75 or higher in this course as a prerequisite for higher level courses.

• Introduction to Teaching 2 **570400CD**
PREREQUISITE: Introduction to Teaching 1 with a recommended grade of 75 or higher
COREQUISITE: Students must provide transportation to and from internship locations.
Introduction to Teaching 2 is an advanced level yearlong course that builds on skills developed in Introduction to Teaching Level 1. Students develop a higher level of proficiency through authentic learning experiences. Students plan engaging lessons, enhance communication and presentation skills, explore school-societal relationships, and exhibit professionalism. Technology is integrated throughout the course work. Participation in student organizations (EdRising) Educators Rising and (FCCLA) Family, Careers, Community, Leaders of America greatly enhance the learning experience. In the second semester of Intro to Teaching 2, students will engage in extended learning opportunities for professional experiences in education. Students will demonstrate integration of curriculum and instruction to meet children's developmental needs and interests in an internship at a local Rock Hill school under the supervision of the ATC teacher and a mentor teacher. The student will be responsible for their own transportation and professional attire. Students will complete portfolios as an assessment of their experiences and have the opportunity to take the PRAXIS Core Exam towards teacher certification.

● **Teacher Cadet 101 Dual Credit-Experiencing Education CTE** **570500EW**
Grade Level 11,12
PREREQUISITE: 3.0 GPA on a 4.0 scale and satisfy the requirements for enrollment into the Teacher Cadet Program
Teacher Cadet-Experiencing Education is an innovative, curriculum-based college level course designed to attract talented young people to the education profession through a challenging introduction to teaching. The Teacher Cadet Program seeks to provide high school students insights into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.

• **Education and Training Internship Work-Based Credit** **639000CW**
Grade Level 11, 12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework of an approved in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

FINANCE CLUSTER

Accounting Pathway

Accounting
3 unit completer pathway

Required courses:
- Accounting 1
- Accounting 2

Plus one more of the following:
Business Finance
Business Law
Entrepreneurship

• **Accounting 1**
500100CW
Helps the student develop an understanding of assets, liabilities, owner's equity, payroll and taxes as students learn how to maintain business records and prepare financial statements. An accounting background provides the necessary skills to manage personal finances and prepare for further accounting and business study in college.

• **Accounting 2** **500500CW**
PREREQUISITE: Accounting 1

Students continue to record transactions in journals and maintain customer and vendor ledgers as they balance the business's books and perform end-of-year procedures. Concepts such as depreciation, allowance for bad debts, inventory, notes, interest and dividends are introduced.

• Personal Finance **514100CH**

This one half unit (.5) Personal Finance course fulfills the requirement for graduation credit. It is designed to help students develop skills to make informed financial decisions, manage financial resources, and plan for future financial success. Using experiential activities, students will learn the basic principles of personal finance and how to manage their money in a global economy, which include budgeting, banking, insurance, mortgages, savings, investments, inheritance, retirement, tax, and estate planning. Students will also learn about consumer protection laws, internet safety, and cyber security, enabling them to safeguard financial information against technology-based attacks.

• Business Finance (Grades 10-12) **527300CW**

PREREQUISITE: Accounting 1 recommended

This course fulfills the requirement for graduation credit. Business Finance is designed to provide students with an understanding of how corporations, organizations, and businesses handle money. Concepts include the management of money, accounting methodologies, investing strategies, and effective financial management.

• Finance Internship, Work-Based Credit **619000CW**

Grade Level 11, 12

Prerequisite: Completion of all three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

HEALTH SCIENCE CLUSTER

Biomedical Sciences (PLTW) Pathway

Biomedical Sciences (PLTW)
3 Unit Completer Pathway

Required Courses:
- PLTW Human Body Systems
- PLTW Principles of Biomedical Sciences

Plus one more of the following:
- Health Science 1
- Health Science 2
- Health Science 3 Honors
- Medical Terminology Honors
- Sports Medicine 1
- Sports Medicine 2

• PLTW Principles of Biomedical Science **558000CW**

Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Biomedical Pathway.

PREREQUISITE: Biology 1

This course sets the foundation for students looking to pursue biomedical careers and complements existing programs in nursing and health sciences. In this introductory course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

• PLTW Human Body Systems **558100CW**

Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Biomedical Pathway.

PREREQUISITE: Principles of Biomedical Science

This course provides further understanding of the skills required in the biomedical profession by delving deeper into the human body systems, medical analysis, and homeostasis within the systems. This course is more focused on the interactions of human body systems with hands-on investigation and real-world case studies from the biomedical perspective than traditional Anatomy and Physiology course work. In the Human Body Systems course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical mysteries.

Health Science Pathway

Health Science
3 unit completer pathway

Required Courses:
Health Science 1**
Health Science 2

Plus one more of the following:
- Health Science 3 Honors
- Health Science CNA Clinical Study Dual Credit
- EMS Clinical Study Dual Credit
- Sports Medicine 1
- Sports Medicine 2
- PLTW Human Body Systems
- PLTW Biomedical Sciences
- Medical Terminology Honors
- Intro to Vet Science

9th graders with **English 1 and Algebra 1

• Health Science 1: Foundations of Healthcare Professionals **555000CW**
PREREQUISITE: English 1 and Algebra 1 with a recommended grade of 75 or higher in both
COREQUISITE: Biology 1 as a pre- or corequisite
Health Science 1 and 2 plus one additional select course are required for students to be a CATE completer.
Health Science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. During this course students are introduced to healthcare history, careers, law and ethics, cultural diversity, health care language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. 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. **A prerequisite grade of 75 or above is required in Health Science 1 in order to enroll in Health Science 2 per SC state requirement. This course is also available at SC Virtual School for students with scheduling conflicts.**

• Health Science 2: Essential Healthcare Practices **555101CW**
PREREQUISITE: Health Science 1 with a grade of 75 or higher per South Carolina Department of Education
Health Science 1 and 2 plus one additional select course are required for students to be a CATE completer.
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. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students may earn certifications in First Aid and CPR in this course. Job shadowing opportunities may be available in this course.

• Health Science 3 Honors: Human Structure, Function and Disease **555201HW**
PREREQUISITE: Health Science 1 and 2 with a grade of 75 or higher per SC Department of Education
Health Science 3 acquaints students with basic anatomy and physiology of the body. Students learn how the human body is structured and the function of 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This class is recommended for juniors or seniors.
This course is also available at SC Virtual School for students with scheduling conflicts.

• Health Science CNA Clinical Study Dual Credit (Grade 12 only)
Students must select one of the options below:
Semester-long 1st and 2nd block with early morning clinicals **556000ED**
Yearlong 4th block with evening clinicals **556001ED**
Students in this course may earn dual credit courses through York Technical College.
AHS 117 The Care of Patients
AHS 120 Responding to Emergencies
Additional requirements:

- *Students must demonstrate recent documentation of all federally mandated vaccines (examples include HepB, COVID, flu, etc.) required in the healthcare industry, as well as required childhood immunizations. Vaccines are mandatory.*
- *Students must furnish their own transportation to and from the clinical and internship sites.*
- *Students must meet enrollment requirements for York Technical College and have a 3.0 cumulative GPA.*

PREREQUISITE: 3.0 GPA on Uniform Grading Policy and successful completion of Health Science 1, 2, and 3 with an overall grade in each course of an 80 or higher in each course plus Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification. Health Science 3 may be substituted with the following courses: PLTW Human Body Systems, science-based Anatomy and Physiology, AP Biology, or Medical Terminology. Only Health Science 3, Medical Terminology, or PLTW Human Body Systems will count toward being a CTE completer in the Health Science cluster (AP Biology or science-based Anatomy and Physiology will not). Students must meet enrollment requirements for dual credit.
COREQUISITE: Students must provide transportation to and from internship locations.
Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through clinical experiences/activities. The students will build on all information and skills presented in the previous courses and relay these skills into real life experiences. This course develops students' technical skills to provide health care in a variety of settings. Students may prepare to take the South Carolina Nurse Aide (CNA) certification exam. Skills include vital signs, activities of daily living, transfers, personal hygiene, nutrition, and safety. Infection Control and HIPAA principles will also be an integral part of the course. A clinical internship with a minimum of 40 hours in a long-term care facility and 30 hours of internship/shadowing may be included in this 2-block course. Students will be required to meet academic, behavior and attendance standards and submit a parent/guardian permission form to participate in the internship. Clinical times will vary according to the facility's needs. BLS Healthcare Providers CPR and First Aid certification will be required. Students will be HIPAA and OSHA safety trained prior to clinical experiences.

• Emergency Medical Services Clinical Study Dual Credit (Grade 12 only) **556002EW**
Students in this course may earn dual credit courses through York Technical College.
EMS 110 Emergency Medical Technician
COL 101 College Orientation
PREREQUISITE: : 3.0 GPA on Uniform Grading Policy and successful completion of Health Science 1, 2, and 3 with an overall grade in each course of an 80 or higher in each course plus Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification. Health Science 3 may be substituted with the following courses: PLTW Human Body Systems, science-based Anatomy and Physiology, AP Biology, or Medical Terminology. Only Health Science 3, Medical Terminology, or PLTW Human Body Systems will count toward being a CTE completer in the Health Science cluster (AP Biology or science-based Anatomy and Physiology will not). Students must meet enrollment requirements for dual credit. This course includes the development of technical skills used during emergencies. Students will apply the concepts of safety and infection control, medical terminology, disaster preparedness and prevention of injury. Students will focus on vital signs, CPR, First Aid, and Automated External Defibrillation. Students will have the opportunity to earn National Registry of Emergency Medical Technician Certification through York Technical College and BLS certification through American Heart Association. The EMS class also offers beginning instruction in Essentials of Firefighting taught by professional fire fighters with RHFD.

• Medical Terminology Honors (Grades 10-12)
This course is available online only. **554000HW**
Students who successfully complete Health Science 1, Health Science 2, and Medical Terminology are classified as a South Carolina Career and Technical Completer.
This course is highly recommended for students who are considering a career in the healthcare industry. 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.

• Health Science Internship, Work-Based Credit **559000CW**
Grade Level 11, 12
PREREQUISITE: Completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of CTE coursework of an approved sequence in this completer program plus Cardiopulmonary Resuscitation (CPR) and First Aid (FA) certification
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Sports Medicine Pathway

Sports Medicine
3 Unit Completer Pathway

Required Courses:
- Sports Medicine 1
- Sports Medicine 2

Plus one more of the following:
Health Science 1
Health Science 2
Health Science 3 Honors
PLTW Biomedical Sciences
PLTW Human Body Systems
Nutrition & Wellness
Medical Terminology

• Sports Medicine 1 **555500CW**
It is recommended that Medical Terminology be taken in conjunction with this course.
Introduces the methods associated with the care and prevention of athletic injuries along with a basic understanding of anatomy and physiology. This course is taught at the home high schools.

• Sports Medicine 2 **555600CW**
Sports Medicine 2 emphasizes the recognition and care of common injuries and illnesses sustained by a physically active population. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the concepts of therapeutic modalities and exercise in the care of injuries will be examined. A focus on deeper understanding of body systems and common pathologies will be included. Concepts related to the administrative aspects of the sports medicine program will also be covered. Students will apply legal and ethical principles through real-world scenarios in various sports medicine settings. Other career roles in sports medicine will be discussed as the Athletic Trainer takes the injured athlete through the pathway of recovery.

• Sports Medicine Internship, Work-Based Credit **559100CW**
Grade Level 11, 12
PREREQUISITE: Completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of CTE coursework of an approved sequence in this completer program plus Cardiopulmonary Resuscitation (CPR) and First Aid (FA) certification
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

HOSPITALITY AND TOURISM CLUSTER

Culinary Arts Management Pathway

Culinary Arts Management
3 unit completer pathway

Culinary Arts 1**
Culinary Arts 2 = 2 units double blocked
** **Foods and Nutrition 1** or **Sports Nutrition 1** required prerequisite

• Culinary Arts Management 1 (Grades 10-11) **572000CW**
PREREQUISITE: Foods and Nutrition 1 with a recommended grade of 75 or higher or Sports Nutrition 1 with a recommended grade of 75 or higher is strongly recommended
Culinary Arts 1 is a required course for the Culinary Arts completer program. Students taking Culinary Arts 1 apply the knowledge gained from the basic foods and nutrition/sports nutrition course and advance into an in-depth study of the professional food industry. This course emphasizes skills in the following areas: cuisines, culinary basics, culinary mathematics, dining room operations, food production techniques, food service management, menus nutrition, professionalism, recipes, safety and sanitation, and sustainability. Employment opportunities and qualifications are explored as well as industry certifications. National Certification Examinations: ProStart 1 Examination and ServSafe Food Handler.

• Culinary Arts Management 2 (Grades 11 or 12) **572100CD**
PREREQUISITE: Culinary Arts 1 with a recommended grade of 75 or higher and ProStart 1 Certification
This is a year-long course. Culinary Arts 1 and 2 may not be taken in the same school year.
Culinary Arts 2 is a required course for the Culinary Arts completer program. This course applies and expands upon the skills learned in Culinary Arts 1. Students will gain valuable experiences in the following: cuisines, culinary basics, culinary mathematics, dining room operations, food production techniques, food service management, menus, nutrition, professionalism, recipes, safety and sanitation, and sustainability. Students are strongly encouraged to achieve appropriate workplace certification. Students follow the ProStart curriculum and will take the national certification examinations as described in the description. National Certification Examinations: ProStart 2 and ServSafe Manager. Students are highly encouraged to participate in

the ProStart Program to its fullest obtaining a job in the industry. Scholarships may be offered to the major culinary schools by way of studying this curriculum.

• Hospitality and Tourism Internship, Work-Based Credit **519000CW**
Grade Level 11, 12
PREREQUISITE: Completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of CTE coursework of an approved sequence in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Hospitality and Tourism Management Pathway

Hospitality and Tourism Management
3 unit completer pathway

Required courses:
- Intro to Hospitality & Tourism Management
- Culinary Arts Management 1

Plus one more of the following:
- Accounting 1
- Entrepreneurship
- Foods & Nutrition 1
- Fundamentals of Computing
- Fundamentals of Web Page Design
- Sports & Entertainment Marketing

• Introduction to Hospitality and Tourism Management **547800CW**
Hospitality and Tourism is designed to prepare students for entry-level employment in the travel and tourism industry. Industry segments will focus on such areas as planning, marketing, management, finance, operations, technical and production skills, technology, human relations, labor issues, community issues, environmental issues, and safety.

• Culinary Arts Management 1 (Grades 10-11) **572000CW**
PREREQUISITE: Foods and Nutrition 1 with a recommended grade of 75 or higher or Nutrition and Wellness ~~1~~ with a recommended 75 or higher is strongly recommended
Culinary Arts 1 is a required course for the Culinary Arts completer program. Students taking Culinary Arts 1 apply the knowledge gained from the basic foods and nutrition/sports nutrition course and advance into an in-depth study of the professional food industry. This course emphasizes skills in the following areas: cuisines, culinary basics, culinary mathematics, dining room operations, food production techniques, food service management, menus nutrition, professionalism, recipes, safety and sanitation, and sustainability. Employment opportunities and qualifications are explored as well as industry certifications. National Certification Examinations: ProStart 1 Examination and ServSafe Food Handler.

• Sports and Entertainment Marketing **542500CW**
PREREQUISITE: Marketing or Entrepreneurship

This program is designed for students who wish to pursue careers in the various areas of the sports and entertainment industry. This includes careers in box office management and sales, group sales, public sales, marketing, operations, development and sports programming. This course will consist of classroom learning as well as out of the class involvement with the school's athletic and entertainment program.

• Hospitality and Tourism Internship, Work-Based Credit **519000CW**
Grade Level 11, 12
PREREQUISITE: Completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

HUMAN SERVICES CLUSTER

Cosmetology Pathway

Cosmetology
8 unit completer pathway
Paired courses, double blocked and yearlong

Requirements:
Cosmetology 1 & 2 = 4 units (junior year)
Cosmetology 3 & 4 = 4 units (senior Year)
Completion of 1540 hours
SC Department of Labor & Licensing requires a government issued ID & Social Security card
Chemistry strongly recommended

This two-year program includes academic instruction and classwork with exams prior to lab instruction in hair cutting, scalp care, braiding, wigs, hair removal, hair styling, chemical texture services, hair coloring, facials, facial makeup, manicures, pedicures, nail tips, and nail enhancements. Students gain experience through laboratory activities, hear presentations from professionals in the Cosmetology industry, and work in a salon setting, simulating a real workplace experience. As students gain experience and skills they have the opportunity to work on clients. Students need four blocks in their schedule during their junior and senior year for a total of eight. Maximum enrollment is 20 students per class, 8 units/1000 hours plus 540 academic hours required by South Carolina Labor, Licensing and
Regulation (SCLLR).

• Cosmetology 1 and 2 (Grade 11 only) **615000CD, 615100CD**
PREREQUISITE: Cosmetology 1: Chemistry strongly recommended. Cosmetology 2: Must pass Cosmetology 1 with a grade of 75 or higher and a minimum of 250 clock hours per SCLLR
This is a 2-block, year-long course. This year-long, double-blocked course has a limited class size of 20 per SC State Board of Cosmetology. Due to limited enrollment, students may be placed on a waiting list. A valid U.S. government issued photo ID and social security card are required on enrollment form by the SC Department

of Labor, Licensing, and Regulation.

• Cosmetology 3 and 4 (Grade 12 only) 615200CD, 615300CD
PREREQUISITE: Cosmetology 3: Must pass Cosmetology 2 with a grade of 75 or higher and a minimum of 500 clock hours per SCLLR. Cosmetology 4: Must pass Cosmetology 3 with a grade of 75 or higher and a minimum of 750 clock hours per SCLLR.
This is a 2-block, year-long course. The size of class is limited to 20 per SC State Board of Cosmetology. Due to limited enrollment, students may be placed on a waiting list. A valid U.S. government-issued photo ID and social security card are required on enrollment form by the SC Department of Labor, Licensing, and Regulation. Students that successfully complete the required number of hours and pass their practical and theory examinations with a passing score of 75 or higher will be licensed by the South Carolina State Board of Cosmetology.

• Human Services Internship, Work-Based Credit 579000CW
Grade Level 11, 12
PREREQUISITE: Completion of eight (8) courses of an approved sequence in this pathway or currently enrolled in the 8th unit of an approved sequence of CTE coursework in this completer program and requirements satisfied by South Carolina Labor, Licensing and Regulation (SCLLR) statutes and regulations prior to working with the public.
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Family and Consumer Sciences Pathway

Family & Consumer Science
3 Unit Completer Pathway

Required Courses (at least 2 of the following):
- Child Development 1
- Child Development 2
- Family & Consumer Sciences 1
- Family & Consumer Sciences 2
- Family Life Education
- Fashion, Fabric & Design 1
- Fashion, Fabric & Design 2
- Financial Fitness
- Foods & Nutrition 1
- Housing & Interiors 1
- Housing & Interiors 2
- Human Development
- Nutrition & Wellness
- Parenting Education

If a 3rd unit is needed, choose from one of these:
- Culinary Arts Management 1
- Early Childhood Education
- Entrepreneurship
- Fundamentals of Computing
- Intro to Hospitality & Tourism Management
- Intro to Teaching 1
- Teacher Cadet Dual Credit

• Fashion, Fabric, and Design 1 **580400CW**

Students must furnish their own materials for projects

Assists students in acquiring basic skills in clothing construction. Students acquire skills in the operation and maintenance of the home sewing machine, basic hand sewing techniques, pattern interpretation and layout, and garment construction through a combination of teacher demonstrations and student practice and application. Students will discover fashion trends through history.

• Fashion, Fabric, and Design 2 **580500CW**

PREREQUISITE: Fashion, Fabrics, and Design

This course focuses on the study of fashion and garment industry with emphasis on the basics of design and construction. Concepts are applied with hands-on learning experiences as students study career pathways, textiles, fashion design, apparel construction, consumer behavior, products and materials of the fashion industry.

• Financial Fitness **581200CW**

This course fulfills the requirement for graduation credit. Financial Fitness is designed to help students develop financial management skills by evaluating marketplace alternatives, creating a personal budget, understanding consumer rights and responsibilities, understanding the impact of career choices on personal goals and making informed consumer decisions. Learning experiences provide real life application concepts such as budgeting money, using credit, and avoiding scams, rip offs and identity theft.

• Human Development: Responsible Life Choices **583400CW**

Human Development: Responsible Life Choices 1 addresses development and wellness of individuals and families. Current information is provided about the physical, psychological, and emotional maturation process. Unit topics include interpersonal relationships, family life education, adolescent development, health

and wellness, pregnancy and parenthood, and careers. This course includes requirements specified in the Comprehensive Health Education Act.

• Foods and Nutrition 1 **582400CW**

Introduces students to the principles of basic food preparation. This course incorporates the principles of nutrition and the relationship of nutrition to individual health and well-being. Teacher demonstrations and guided laboratory experiences enable students to gain skills in kitchen management, safety and sanitation, food preparation, and meal service.This course may serve as the prerequisite course for Culinary Arts Management 1.

• Nutrition and Wellness **575900CW**

The study of the relationship between physical activity, proper nutrition, sports performance, and overall wellness. Students will learn not only how to prepare nutritious foods, but also what foods are needed for health promotion and disease prevention through increased knowledge of nutrition and physical activity. This course may serve as the prerequisite course for Culinary Arts Management 1.

• Family and Consumer Sciences Internship, Work-Based Credit **589000CW**

Grade Level 11,12

PREREQUISITE: Completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

INFORMATION TECHNOLOGY CLUSTER

Computer Science (PLTW Pathway)

Computer Science (PLTW)
4 Unit Completer Pathway

Required Courses:
PLTW Computer Science Essentials
PLTW Computer Science Principles Honors
PLTW Computer Science A Honors
PLTW Cybersecurity Honors

• PLTW Computer Science Essentials **637200CW**

Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Computer Science Pathway.
This course meets the computer literacy requirement for graduation.
Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

• PLTW Computer Science A (Applications) Honors **637300HW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Computer Science Pathway.
This course meets the computer literacy requirement for graduation.
PREREQUISITE: Computer Programming 2.
Provides a thorough study of computer science that is the equivalent of the material covered in the first year of computer science at most colleges and universities. The course includes programming methodology, features of programming languages, data structures, algorithms, and the structure and responsible use of computer systems

• PLTW Computer Science Principles Honors **637700HW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Computer Science and Engineering Pathways.
This course meets computer literacy requirement for graduation.
PREREQUISITE: Computer Science Essentials or equivalent.
This course enables students to complete the PLTW certification. Computer Science Principles implements the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course aims to engage students to consider issues raised by the present and future societal impact of computing. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.

• PLTW Cybersecurity Honors **637800HW**
Project Lead the Way course – dual credit may be earned.
This course meets computer literacy requirement for graduation.
Part of the South Pointe High School STEAM Computer Science Pathway.
PREREQUISITE: Computer Science Essentials or equivalent.
This course 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.

• Information Technology Internship, Work-Based Credit **539000CW**
Grade Level 11, 12

PREREQUISITE: Keyboarding proficiency and completion of four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program.
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Game and Interactive Media Design Pathway

Game and Interactive Media Design
4 Unit Completer Pathway

Required Courses:
- Foundations of Animation
- Game Design & Development

Plus two more of the following:
- Accounting 1
- Digital Art & Design 1
- Entrepreneurship
- Fundamentals of Computing
- Fundamentals of Web Page Design
- Intro to Computer Programming
- Media Technology 1
- AP or PLTW Computer Science A Honors
- PLTW Computer Science Essentials
- AP or PLTW Computer Science Principles Honors
- PLTW Cybersecurity Honors

• Foundations of Animation **535000CW**
This course meets the computer literacy requirement for graduation.
Part of the South Pointe High School STEAM Computer Science Pathway.

PREREQUISITE: Computer Science Essentials or equivalent
This course prepares students to use artistic and technological foundations to create animations. The basic principles of digital animation are reviewed, including character development and story conception through production. Students learn the technical language used in the animation industry and basic animation methods. They will also learn techniques about various ways to plan, create, and prepare for animation in pre-production, production and post-production. This course prepares students for the Adobe Certified Associate for Flash/Animate CC certification exam.

• Game Design and Development **535200CW**
This course meets the computer literacy requirement for graduation.
Part of the South Pointe High School STEAM Computer Science Pathway.
PREREQUISITE: Computer Science Essentials or equivalent
Game Design and Development provides students with the opportunity to design and develop fully functional video games with product design documentation. This course emphasizes game control and logic, design tools, and the physics of games using computer programming. Products will integrate mixed reality coding for the Unity Environment as well as design using Adobe Animate. Students will have opportunities to work with career professionals and mentors. This course prepares students for the Unity Certified User: Programmer or VR Developer certification exam.

• Fundamentals of Computing (Grades 7-8) **Part I 502800CW**
Part II 502900CW
Fundamentals of Computing Part 1 and Part 2 are designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

• Fundamentals of Computing **502300CW**
Grade Level 9, 10, 11, 12
This course meets the computer literacy requirement for graduation.
Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

• Fundamentals of Web Page Design and Development **503100CW**
This course meets the computer literacy requirement for graduation.
PREREQUISITE: Digital Multi-media or Integrated Business Applications 1 or Computer Programming 1
Provides students with the knowledge and skills needed to design Web pages using authoring tools and HTML. Students will develop skills in designing, implementing, and maintaining Web pages.

• Information Technology Internship, Work-Based Credit **539000CW**
Grade Level 11, 12
PREREQUISITE: Keyboarding proficiency and completion of four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Programming & Software Development Media Pathway

Programming & Software Development
3 unit completer pathway

Required courses:
- Intro to Computer Programming
- Intermediate Computer Programming

Plus one more of the following:
- Entrepreneurship
- Foundations of Animation
- Fundamentals of Computing
- Fundamentals of Web Page Design
- Game Design & Development
- AP or PLTW Computer Science A Honors
- AP or PLTW Computer Science Principles Honors
- PLTW Computer Science Essentials
- PLTW Cybersecurity Honors
- IT Fundamentals

• Introduction to Computer Programming **505000CW**
This course meets the computer literacy requirement for graduation.
PREREQUISITE: Algebra 1 or Math Tech 2
Emphasizes the fundamentals of computer programming through hands-on activities. Topics include algorithm, interface, and program design and development, along with practical hands-on experience in

programming using a modern object-oriented language. Students work with variables, constants, data types, expressions, decision structures, and repetition structures, which lead to advanced programming with arrays, graphics, spreadsheet and database interfacing. Appropriate for students planning to major in Computer Science and Engineering, including game development and mobile apps.

• Intermediate Computer Programming **505100CW**

This course meets the computer literacy requirement for graduation.

PREREQUISITE: Computer Programming 1

Emphasizes the fundamentals of computer programming through hands-on activities. Topics include algorithm, interface, and program code design and development, along with practical hands-on experience in programming using a modern object-oriented language, including game programming. Students work with variables, data types, expressions, decision structures, and repetition structures, which lead to advanced programming with arrays, spreadsheet and database interfacing.

• Information Technology Internship, Work-Based Credit **539000CW**

Grade Level 11, 12

PREREQUISITE: Keyboarding proficiency and completion of three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

MANUFACTURING CLUSTER

Mechatronics Pathway

Mechatronics Integrated Technologies
4 unit completer pathway

Required Courses:
- Mechatronics 1 Dual Credit
- Mechatronics 2 Dual Credit

Plus two more of the following:
- Mechatronics 3 Dual Credit
- Mechatronics 4 Dual Credit
- PLTW Intro to Engineering Design
- PLTW Principles of Engineering

• Mechatronics 1 Dual Credit: Electrical Components/Industrial Safety **621000EW**

Grade Levels: 10,11,12

PREREQUISITE: 3.0 GPA on Uniform Grading Policy and Algebra 1/English 1 with a recommended grade of 75 or higher in each course plus must meet enrollment requirements for dual credit

Students in this course may earn dual credit courses through York Technical College.

EEM 118 AC/DC Circuits II
EEM 121 Electrical Measurements
IMT 104 Industrial Maintenance

IMT 114 Benchwork and Assembly

Mechatronics 1 focuses on safety, A/C and D/C circuits, hand and power tools, and precision measurements. Also, students will have the opportunity to acquire industry-recognized certifications such as OSHA within this course.

• Mechatronics 2 Dual Credit: Mechanical Components Electric Drives/~~Industrial Safety~~ Hand and Power Tool Op 621100EW
PREREQUISITE:Mechatronics 1 DC with a recommended grade of 75 or higher and 3.0 GPA on Uniform Grading Policy plus must meet enrollment requirements for dual credit.
Students in this course may earn dual credit courses through York Technical College.
EEM 145 Control Circuits
EEM 215 DC/AC Machines
Mechatronics 2 is the second course in the Mechatronics program of study. This course focuses on programmable logic controllers (PLC), electrical industrial controls, fluid power (pneumatics), and motor controls and starters.

• Mechatronics 3 Dual Credit: Electro Pneumatics and Hydraulics 621200EW
PREREQUISITE: Mechatronics 2 DC with a recommended grade of 75 or higher and 3.0 GPA on Uniform Grading Policy plus must meet enrollment requirements for dual credit.
Students in this course may earn dual credit courses through York Technical College.
EEM 221 DC/AC Drivers
EEM 250 Programmable Logic Controllers
The focus of Mechatronics 3 includes motor controls and starters, hydraulics, electrical test equipment, and professional development.

• Mechatronics 4 Dual Credit – Digital Fundamentals and Programmable Controllers 621300EW
PREREQUISITE: Mechatronics 3 DC with a recommended grade of 75 or higher and 3.0 GPA on Uniform Grading Policy plus must meet enrollment requirements for dual credit.
Students in this course may earn dual credit courses through York Technical College.
IMT 102 Industrial Safety
IMT 131 Hydraulics and Pneumatics
IMT 161 Mechanical Power Applications
Mechatronics 4 focuses on advanced levels of mechatronic skills, such as PLCs robotics, mechanical drive systems and A/C circuits. Students may have the opportunity to participate in school-to-work opportunities such as apprenticeship or internship. When in the classroom, students work independently or collaboratively on specialized projects integrating career-ready skills in preparation for entering the workforce or post-secondary institution.

•Manufacturing Internship, Work-Based Credit 649000CW
Grade Level 11, 12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program.
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Welding Technology Pathway

Welding

4 unit completer

Welding 1 & 2 = 2 units double blocked
Welding 3 & 4 Dual Credit = 2 units double blocked

• Welding Technology 1 and 2 (Grades 10-12) 634000CW, 634100CW

Prerequisite for Welding 2: Welding 1 with a recommended grade of 75 or higher

Welding 1 and Welding 2 are paired as a 2-block one semester course.

Dress code: Students required to wear all protective clothing and safety attire including: leather boot/work shoes, long-sleeve denim shirt, jeans or coveralls, welding shields and safety glasses. Students may choose to purchase their own personal welding shield.

The Welding 1 and 2 courses cover welding trade theory with a strong emphasis on safety including cutting torch safety, tool usage, equipment set-up and standard terms and definitions. Basic welding and cutting techniques will be taught. In the lab, students observe demonstrations and obtain experience in both gas and arc welding through practice exercises. Instruction topics include: SMAW Welding, Industry GMAW Welding (MIG), Blueprint Reading, Planning and Estimation. Students will also begin learning basic metal fabrication skills using various metal working equipment. Equipment such as plate rolls, hydraulic press brake, and structural rolls. Metal identification shapes and sizes will also be taught.

• Welding Technology 3 Dual Credit and Welding 4 Dual Credit (Grades 11-12) 635100EW, 635200EW

PREREQUISITE: Welding 1 and 2 with a recommended grade of 75 or higher and enrollment requirements for dual credit

Students in this course may earn dual credit courses through York Technical College.

WLD 111 Arc Welding I
WLD 113 Arc Welding II

Welding 3 and 4 are paired as a 2-block one semester course. Same dress code as listed for Welding 1 and 2.

Welding 3 and Welding 4 students enhance their skills in Stick, MIG and TIG welding on various types of steel. The concentration will be on position welds Flat, horizontal, vertical, and overhead. SMAW, GTAW, GMAW, and FCAW on bead building and joint welds. This course has an emphasis on accuracy of measurements, basic line and views on prints, as well as focusing on Math for Welders. Students will complete selected projects for fabrication and layouts with assembly and focus on advanced welding and cutting techniques. Students will concentrate on fillet and grove position welds and conforming to AWS welding codes. Students will learn to identify weld defects and determine weld sizes. They will increase their skill level in reading prints and identifying weld symbols. Students will complete individual and group projects. Intro to pipe welding, SMAW and GTAW, plasma cutting and plasma cutting safety.

• Manufacturing Internship, Work-Based Credit 649000CW

Grade Level 11, 12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student

works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS CLUSTER

Pre-Engineering (PLTW) Pathway

Pre-Engineering (PLTW)
4 unit completer pathway

Required courses:
- Intro to Engineering & Principles of Engineering *OR*
- Intro to Engineering & Engineering Essentials *OR*
- Engineering Essentials & Principles of Engineering

Plus one or two more of the following:
- PLTW Aerospace Engineering
- PLTW Digital Electronics Honors
- PLTW Civil & Architectural Engineering Honors
- PLTW Computer Science Principles Honors

• PLTW Engineering Essentials **614400CW**
Introductory Project Lead the Way course
Part of the South Pointe High School STEAM Engineering Pathway.

Engineering Essentials is a course designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them. Engineering Essentials is geared toward a first-year engineering high school student.

• PLTW Introduction to Engineering Design **605100CW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Engineering Pathway.
PREREQUISITE: Algebra I CP should be completed before or while students are taking the IED course.
This is the introductory course for the Project Lead the Way pre-engineering program. This course teaches problem-solving skills using a design development process and exposes students to the career field of engineering, as well as the engineering design software, Fusion 360. Models of product solutions are created, analyzed, and communicated using Fusion 360, which is a solid modeling computer design software.

• PLTW Principles of Engineering **605000CW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Engineering Pathway.
This course meets the computer literacy requirement for graduation.
PREREQUISITE: Completed ninth grade and has requisite math courses
This is the second course in a series of pre-engineering courses that helps students understand the field of engineering/engineering technology. Students are encouraged to take Introduction to Engineering Design (IED) prior to this course. Exploring various technology systems and manufacturing processes help students 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.

• PLTW Civil Engineering and Architecture Honors **605800HW**
Project Lead the Way course – dual credit may be earned.
PREREQUISITE: Completed tenth grade and requisite math courses
Provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelation-ship 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. The course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

• PLTW Aerospace Engineering Honors **605600HW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Engineering Pathway.
PREREQUISITE: Two approved engineering courses
This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

• PLTW Digital Electronics Honors **605200HW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Engineering Pathway.
PREREQUISITE: Completed tenth grade and requisite math courses
A course in applied logic that encompasses the application of electronic circuits and devices. Students will study the application of electronic logic circuits (which are found in watches, calculators, video games, and thousands of other devices), and apply Boolean logic to the solution of problems. The use of smart circuits is abundant in industry today and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology or computer circuit design. Students will construct, test and analyze simple and complex digital circuitry and design using chips and other components. Successful completers can earn college credit for this course.

• Pre-Engineering/Engineering & Industrial Technology Education Internship, Work-Based Credit 609000CW
Grade Level 11, 12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

TRANSPORTATION, LOGISTICS, AND DISTRIBUTION CLUSTER

Automotive Collision Repair Pathway

Automotive Collision & Repair Technology

4 unit completer pathway

Collision 1**
Collision 2
Collision 3
Collision 4 Honors

** 9th graders with **Algebra 1 and English 1**

• Automotive Collision Repair Technology 1 **602000CW**

PREREQUISITE: Algebra 1 and English 1 with a recommended grade of 75 or higher in both

In Automotive Collision Repair Tech 1, students will have classroom instruction that includes I-CAR and SP2 computer modules in safety, automobile parts identification, repair methods, chemical safety, tool usage, automotive refinishing and other topics. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and challenging. Students must work well independently and use their time wisely to complete the required computer modules. Completion of the assigned I-CAR and SP2 computer courses are mandatory for shop/lab admittance. Certifications, which are nationally and internationally recognized, are available. Appropriate dress is a must for the class; work clothes, closed toe shoes, and safety glasses are required.

• Automotive Collision Repair Technology 2 **602100CW**

PREREQUISITE: Automotive Collision Repair Tech 1 with completion of all required coursework and a recommended grade of 75 or higher

Students continue instruction including computer modules in I-CAR and SP2. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and rigorous. Students must work well independently and use their time wisely to complete the required computer modules. Completion of the assigned I-CAR and SP2 computer courses are mandatory for shop/lab admittance. Classroom and lab activities include lecture, research, writing assignments, and hands-on experience involving tools, equipment, and a variety of vehicles. Training includes non-structural repair, panel replacement, plastic filler work, and collision repair welding. Students work in a state-of-the-art facility. Students can earn certificates for completed I-CAR and SP2 modules. Appropriate dress is a must for the class; work clothes, closed toe shoes and safety glasses are required.

• Automotive Collision Repair Technology 3 **602200CW**

PREREQUISITE: Automotive Collision Repair Tech 2 with completion of all required coursework and a recommended grade of 75 or higher

Students continue instruction including computer modules in I-CAR, SP2, and Sherwin-Williams eLearning courses. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and rigorous. Students must work well independently and use their time wisely to complete the required computer modules. Completion of the assigned I-CAR, SP2 and Sherwin-Williams eLearning computer courses are mandatory for shop/lab admittance. Lab activities include lecture, research, writing assignments, and hands-on experience involving tools, equipment, and a variety of vehicles. Students work directly with customers, and assess vehicle damage, order parts and materials necessary for repairs, make repairs, and

ensure customer satisfaction with the work. Students are responsible for the paperwork/computer records necessary for the repair process. Students can earn certificates for completed computer modules. Students who successfully complete Collision Repair 1, 2, 3, and 4 will complete a portfolio documenting their progress, and including any earned certificates. They will earn a certificate of completion from the Applied Technology Center upon successful completion of the Collision Repair program of study as a SC CTE (Career and Technical Education) Completer. Appropriate dress is a must for the class; work clothes, closed toe shoes and safety glasses are required.

• Automotive Collision Repair Technology 4 Honors 602300HW
PREREQUISITE: Automotive Collision Repair Tech 3 with completion of all required coursework and a recommended grade of 75 or higher
Students continue instruction including computer modules in I-CAR, SP2, and Sherwin-Williams eLearning courses. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and rigorous. Students must work well independently and use their time wisely to complete the required computer modules. Completion of the assigned I-CAR, SP2 and Sherwin-Williams eLearning computer courses are mandatory for shop/lab admittance. Lab activities include lecture, research, writing assignments, and hands-on experience involving tools, equipment, and a variety of vehicles. Students work directly with customers, and assess vehicle damage, order parts and materials necessary for repairs, make repairs, and ensure customer satisfaction with the work. Students are responsible for the paperwork/computer records necessary for the repair process. Students can earn certificates for completed computer modules. Students who successfully complete Collision Repair 1, 2, 3, and 4 will complete a portfolio documenting their progress, and including any earned certificates. They will earn a certificate of completion upon successful completion of the Collision Repair program of study as a SC CTE (Career and Technical Education) Completer. Appropriate dress is a must for the class; work clothes, closed toe shoes and safety glasses are required.

• Transportation, Distribution & Logistics Internship, Work-Based Credit
Grade Levels: 11,12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Automotive Technology Pathway

Automotive Technology
4 unit completer pathway

Auto Tech 1**
Auto Tech 2
Auto Tech 3
Auto Tech 4 Honors
** 9th graders with **Algebra 1 and English 1**

• Automotive Service Technology 1 **603000CW**

PREREQUISITE: Algebra 1 and English 1 with a recommended grade of 75 or higher in both

This class requires completion of a safety unit in addition to the regular course work. Safety modules **MUST** be completed successfully prior to the students gaining access to the Lab facilities. Extensive on-line coursework is used through-out all levels of this program. Automotive service, tools and equipment, steering and suspension and basic electrical taught in Level 1. Class structure is set up so that the classroom/lab time ratio is 70 percent/30 percent with a heavy emphasis on theory and understanding prior to application. All lab work is done on Trainers, NOT live work.

• Automotive ~~Service~~ Technology 2 **603100CW**

PREREQUISITE for: Automotive Service Technology 1 with completion of all required coursework and a recommended 75 or higher.

This class requires a safety unit to be completed in addition to the regular course work. Safety modules **MUST** be completed successfully prior to the students gaining access to the Lab facilities. Extensive on-line coursework is used through-out all levels of this program. HVAC, diesel engines, brakes, automatic/manual transmissions and drivetrains, and starting and charging systems are all taught in level 2. Class structure is set up so that the classroom/lab time ratio is 60 percent/40 percent with a heavy emphasis on theory and understanding prior to application. All lab work is done on Trainers and some live work.

• Automotive Technology 3 **603200CW**

PREREQUISITE: Automotive Service Technology 2 with completion of all required coursework and a recommended grade of 75 or higher

Automotive Service Technology 3 and 4 are paired as a two block, one semester class. This class requires a safety unit to be completed in addition to the regular course work. Safety module must be completed successfully prior to the students gaining access to the lab facilities. Extensive on-line coursework is used through-out all levels of this program. Engine repair, engine performance, electrical/computer control systems, and hybrid/alternative fuels are taught in level 3 and 4. Class structure is set up so that the classroom/lab time ratio is 50/50 with a heavy emphasis on theory and understanding prior to application. Lab work is conducted on Trainers and live work.

• Automotive ~~Service~~ Technology 4 Honors **603300HW**

PREREQUISITE: Automotive Service Technology 3 with completion of all required coursework and a recommended grade of 75 or higher.

Automotive Service Technology 3 and 4 are paired as a two block, one semester class. This class requires a safety unit to be completed in addition to the regular course work. Safety module must be completed successfully prior to the students gaining access to the lab facilities. Extensive on-line coursework is used through-out all levels of this program. Engine repair, engine performance, electrical/computer control systems, and hybrid/alternative fuels are taught in level 3 and 4. Class structure is set up so that the classroom/lab time ratio is 50/50 with a heavy emphasis on theory and understanding prior to application. Lab work is conducted on Trainers and live work.

• Transportation, Distribution & Logistics Internship, Work-Based Credit

Grade Levels: 11,12

PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway or currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program.

This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hand on learning” in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student

works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Drone Innovation Technologies Pathway

Drone Technology

3 unit completer pathway

- Drone Tech 1
- Drone Tech 2
- Drone Tech 3

• Drone Technologies 1: Theory and Aeronautical Basics **57T100CW**

Grade Levels 10,11,12

Drone Technologies is a first course in a series leading to industry certification. Rock Hill Schools' drone technologies curriculum is an interdisciplinary program sequenced to provide students an overall perspective of drone history, drone operations, computer science principles, and drone certification. Drone Innovation Technologies is the first course in the series. It is also designed for students to prepare for the industry with work- based learning, leadership and organizational skills, soft skills, and hands-on, real-world, and service learning opportunities. Each part of the program is aligned with small Unmanned Aircraft Systems (sUAS) Certification, Next Gen, and International Standards of Technology Education (ISTE) standards to prepare them to become college and career ready. Students will be evaluated through various formative and summative assessments to prepare them for the Federal Administration Aviation (FAA) Exam. The Drone Technologies curriculum is aligned to eleven of the state's sixteen career clusters. **Note: The FAA Part 107 national test has an age requirement that makes freshman aged high school students that test unable to use their license if they pass. The minimum age to hold an FAA Part 107 License is 16 and is valid two years from passing the test.**

• Drone Technologies 2: Theory and Design **57T200CW**

PREREQUISITE: Drone Technologies 1 with a recommended grade of 75 or higher.

This intermediate and advanced drone operations course is designed to show students how to apply computer science and mathematical concepts to solve real-world problems. Students will apply Pythagorean Theorem and programming languages such as Python or C++. This course contains (3) projects that include topics from DIT 1. Students should be able to master the operational sets after a series of rigorous team scenarios. This capstone course is designed to prepare students for entry-level positions into the drone industry by providing skills in small Unmanned Aircraft System (sUAS) mission management using UAS platforms. Students will prepare and conduct drone operations similar to those commonly performed in the industry by drone pilots. By the end of the course, students will be successfully prepared to take the FAA Part 107 Certification Exam with Remote Pilot Training. Students who earn certification are provided hands-on, real-world service learning opportunities.

• Drone Technologies 3: Learn to Fly **57T300CW**

PREREQUISITE: Drone Technologies 2 with a recommended grade of 75 or higher.

This advanced drone operations course is designed to show students how to apply computer science, electronic design and mathematical concepts to solve real-world problems. Students will learn to combine programming computer languages, electronic systems and aviation construction to design, build and maintain sUAS (drone) technology. This capstone course is designed to prepare students for entry-level positions into the drone industry by providing skills in small Unmanned Aircraft System (sUAS) mission management using

UAV platforms. Students will prepare and conduct drone operations similar to those commonly performed in the industry by drone pilots and crew members.

• Transportation, Distribution & Logistics Internship, Work-Based Credit
Grade Levels: 11,12
PREREQUISITE: Completion of all three (3) courses of an approved sequence in this pathway or currently enrolled in the 3rd unit of an approved sequence of CTE coursework in this completer program.
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

Global Logistics and Supply Chain Management Pathway

Global Logistics & Supply Chain Management
4 unit completer pathway

Global Logistics 1**
Global Logistics 2
Global Logistics 3
Global Logistics 4
**9th graders

• Global Logistics 1: Introduction to Logistics **619101CW**
This course is designed specifically for ninth and tenth grade students to provide them with essential knowledge, skills, and experiences related to career opportunities in warehouse, distribution, logistics, and transportation. Students will learn and work in authentic environments using industry standard equipment and procedures, as well as have opportunities to obtain information through field trips and guest speakers from the respective industries. Each of these industries has a significant presence in our area and is projected to continue their pattern of growth. Students must earn a 75 or higher in this course as a prerequisite for higher level courses.

• Global Logistics 2: Functional Areas in Logistics **619202CW**
PREREQUISITE: Global Logistics 1 with a recommended grade of 75 or higher
This course is designed to actively engage students in the processes of receiving, shipping, order-picking, inventory control, and the operation of numerous types of material handling equipment. Students will acquire information and skills that relate directly to potential career objectives in the warehouse and distribution industry. Successful completers of this course will have the opportunity to sit for either or both of the following nationally recognized industry certifications: (CLA) Certified Logistics Associate and/or (CLT) Certified Logistics Technician. Students will have an opportunity to complete a 10 hour OSHA safety program and earn a safety credential, if successfully completed. A small fee may be assessed for the credential.

• Global Logistics 3: Global Logistics Management **619303CW**

PREREQUISITE: Global Logistics 2 with a recommended grade of 75 or higher
This course is a basic overview of logistics management. Logistics involves the flow of goods and services involving such aspects as warehousing, materials handling, inventory control, and transportation from the raw material to the end user. Students will begin to explore management and supervisory level aspects of the warehousing industry, including staffing, quality control, resource management, problem solving, and group dynamics.

- **Global Logistics 4: Logistics and Supply Chain Management** **619404CW**

PREREQUISITE: Global Logistics 3 with a recommended grade of 75 or higher
The students in Global Logistics 4 will perform general equipment operations, execute the receipt of shipment of goods, and be expected to research and present a portfolio related to their experience in Warehousing and Logistics Technology. In addition, the student will study and relate to the impact of globalization on the supply chain process. Eligible students will have the opportunity for a Work-Based learning experience. An internship is a one-on-one relationship that provides "hands-on" learning in an area of student interest. A learning contract outlines the expectations of and responsibilities of both parties. The protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching and demonstrating. The internship generally lasts from three to six months and may or may not include financial compensation.

- **Transportation Internship, Work-Based Credit** **679000CW**

Grade Levels: 11,12
PREREQUISITE: Completion of all four (4) courses of an approved sequence in this pathway <u>or</u> currently enrolled in the 4th unit of an approved sequence of CTE coursework in this completer program
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hand on learning" in areas of student interest with a participating business. A learning counteract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating The work-based experience may be paid or unpaid. 120 hours/1.0 credit.

ADDITIONAL ELECTIVES

• College Entrance Test Preparation **379930CW**

PREREQUISITE: Algebra 1 and Geometry

Prepares students to take a variety of college entrance tests, i.e., PSAT, SAT, ACT. Students will develop test-taking skills and use computer programs to provide individual practice. Counselors and speakers will be used to provide information on college requirements. **Recommended for college-bound juniors and seniors.**

• JAG (Jobs for America's Graduates at RHHS only) is a multi-year career exploration and preparation course aimed at ensuring the success of students in and beyond high school. The focus is on academic success, life survival, job attainment, work readiness, leadership, team, and self-development skills. The course involves individual assignments, team activities/projects, academic remediation support, service-learning opportunities, guest speakers, field trips, and career exploration. Students will also participate in a student-led career association, state and national career development conference which provides a unique vehicle for students to develop, practice and refine their skills through career workshops and competitive events. JAG, also provides one year of follow-up beyond high school. See course selection sheet at RHHS for course numbers.

JAG 1 (Jobs for American Graduates 1) – 374100CW
JAG 2 (Jobs for American Graduates 2) – 374200CW
JAG 3 (Jobs for American Graduates 3) – 374300CW
JAG 4 (Jobs for American Graduates 4) – 374400CW

• Leadership Development **379960CW**

This course is designed to develop leadership qualities in our student-leaders to improve school culture and to have a positive influence on others both within the school and out in the community. Topics covered will include: The "R" Factor, Developing the Leader Within you, and Coach Wooten's Pyramid of Success.

• Service Learning **379923CW**

PREREQUISITE: One-year membership in an approved service club

The Service-Learning course is a dual-purpose course that integrates academic and career readiness curriculum with a civic or service component. Students will divide their week between 3 days of classroom instruction and collaborative learning with 2 days of service time on site at their partner organization. Class time will be spent on research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio. The remainder of course time will be spent actively involved at their service location completing training and maintaining professionalism. At the end of the course, students will present their research-based suggestions, action-steps, and findings to their service mentors in the form of a professional presentation.

• Peer Tutoring and Support **379922CW**

PREREQUISITE: Application and teacher recommendation

This course is designed to help participants develop the skills and communication needed to serve as academic tutors for their peers. The course covers learning styles, assignment rubrics, and essential learning objectives for different levels of math, science, social studies, and writing. The primary goals of this course are for tutors to develop a better understanding of the learning process, and to develop and enhance essential leadership and communication skills needed for college and career success.

• College and Career Readiness

Grade 9 **379904CW**
Grade 10 **379905CW**
Grade 11 **379906CW**
Grade 12 **379907CW**

College and Career Readiness courses are designed to support student success in high school and beyond, including transition support, communication, development of workplace skills, and test preparation. Courses will be personalized to identified student needs at each high school where offered and are designed to build on each other across grade levels.

• AP Seminar **373000AW**

PREREQUISITE: English 2 Honors

The AP Seminar course is a two-semester, inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments. This course provides an opportunity for students to pursue an AP Capstone diploma or certificate. Please note that this course counts as a general elective.

• AP Research **373100AW**

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. This course provides an opportunity for students to pursue an AP Capstone diploma or certificate. Please note that this course counts as a general elective.

• IB Theory of Knowledge **I - 373A00IH**
II - 373B00IH

This course is required for IB Diploma candidates and is offered only to IB Diploma students.

TOK is an interdisciplinary course designed to provide opportunities for reflection on the nature of knowledge and the process of knowing. Students will explore the core theme, knowledge and the knower, along with 2 other optional themes. They will also investigate knowledge in 5 areas: history, human sciences, natural sciences, mathematics and the arts. Analysis and evaluation of the themes and areas of knowledge will be organized by their scope, perspective, methods and tools and ethics. Students must write an essay and develop an exhibition for the IB assessments in this course. Students earn one half credit for TOK I and one half credit for TOK 2.

SOUTH CAROLINA HIGH SCHOOL CREDENTIAL

South Carolina has roughly 100,000 students with disabilities serviced under the Individuals with Disabilities Education Act (IDEA), of which the majority are able to earn a State high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community. The uniform state-recognized South Carolina High School Credential is aligned with the State's Profile of the South Carolina Graduate and to a newly created course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate.

The purpose of the South Carolina High School Credential is to provide equitable job-readiness opportunities for these students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

In the past, Rock Hill Schools offered a district-level Occupational Certificate. With a state-recognized credential, the district certificate began phasing out beginning in the 2018-19 school year.

ENGLISH

Essentials of English I **390000CW**

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

Essentials of English II **391000CW**

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

Essentials of English III **392000CW**

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

Essentials of English IV **393000CW**

Essentials of English IV emphasizes the English IV course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work.

MATHEMATICS

Essentials of Math I
(Formerly Occupational Algebra Essentials) **390100CW**
Essentials of Math I emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically.

Essentials of Math II **391100CW**
Essentials of Math II emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and patterns as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math III **392100CW**
Essentials of Math III emphasizes the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and pattern as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math IV **393100CW**
Essentials of Math IV continues to emphasize the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate.

SCIENCE

Essentials of Science I **390200CW**
(Formerly Life Skills Science 1)
Essentials of Science I emphasize the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information.

Essentials of Science II **391200CW**
Essentials of Science II emphasizes the Physical Science course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) to become scientifically literate and consumers of scientific information.

SOCIAL STUDIES

Essentials of Social Studies I **390300CW**

Essentials of Social Studies I emphasizes the United States History and the Constitution course of study aligned to the South Carolina Standards and the Profile of the South Carolina Graduate. This course will provide a reward of literacy for the 21st century student. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning required in citizenship.

Essentials of Social Studies II **391300CW**

Essentials of Social Studies II emphasize the governmental system of the United States and understanding the nature and purpose of government. This course will further emphasize geography relating to map and global skills.

JOB READINESS

Employability Education I – Career Awareness and Exploration **390800CW**

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

Employability Education II – Advanced Awareness and Exploration **391400CW**

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

Employability Education III – Career Development **392800CW**

The Employability Education III course is designed to continue the development and begin the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

Employability Education IV **393800CW**

The Employability Education IV course is designed to continue the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

TECHNOLOGY

Essentials of Technology **39M800CW**

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