ROCK HILL Schools
YORK COUNTY DISTRICT THREE

DISTRICT COURSE CATALOG 2017-2018

Superintendent:
Kelly U. Pew, Ph.D.

Associate Superintendent for Instruction & Accountability:
Harriet L. Jaworowski, Ph.D.

Executive Director of Secondary Education:
Bill Cook, Ed.D.

Board of Trustees

Mildred Douglas	Elizabeth "Ann" Reid	Dr. Jane Sharp
Terry Hutchinson	Helena Miller	Jim Vining
Wendy Cope		

District High Schools

Northwestern High School
2503 W. Main Street
Rock Hill, SC 29732
Telephone (803) 981-1200
Fax (803)981-1250
James Blake, Principal

South Pointe High School
801 Neely Road
Rock Hill, SC 29730
Telephone (803) 980-2100
Fax (803)9801-2105
Al Leonard, Ed.D., Principal

Rock Hill High School
320 W. Springdale Road
Rock Hill, SC 29730
Telephone (803) 981-1300
Fax (803)981-1343
Ozzie Ahl, Principal

Applied Technology Center
2399 W. Main Street
Rock Hill, SC 29730
Telephone (803) 981-1100
Fax (803)981-1125
Don Gillman, Director

Rock Hill Schools

660 North Anderson Road
P.O. Drawer 10072
Rock Hill, SC 29731
Telephone (803) 981-1000
Fax (803) 981-1094

Mission

Rock Hill Schools will provide all students with challenging work that authentically engages them in the learning process and prepares them for successful futures.

Vision

Rock Hill Schools – a community inspiring students to learn, grow, connect, and thrive.

Professional Code

Put Students First

Nurture Relationships

Work Together for a Shared Vision

Grow Professionally

Continuously Find Ways to Improve

Motto

"Engaging students for successful futures."

www.rock-hill.k12.sc.us

District Course Catalog Table of Contents

GENERAL INFORMATION

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.

2. All courses are open to students of both sexes.

3. All students must earn one unit of Physical Education 1 or JROTC.

4. 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. All students, even those taking English 1 or Algebra 1 in middle school, must still take an English and Math course in the senior year.

5. Students may take up to two units of credit recovery in Rock Hill School's summer school program.

6. Students must have prior approval of the principal or the principal's designee to take any virtual course.

7. 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 class.

8. Students transferring from other schools receive credit for previously acquired coursework.

9. Students who become ineligible for courses due to failures must check their schedules when school starts to make sure that appropriate changes have been made. They should see their guidance counselor if there are any problems.

10. 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). If a student chooses to make selections that are different from teachers' recommendations, a parent must request in writing the preferred level and course.

11. Students are reminded that once school begins, a change in level (*Example: honors math to a college prep. 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.

12. Counselors 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 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, Phoenix 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 5th day will receive 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. Parents should notify the school of any changes.

Retaking a course

According to the S.C. Uniform Grading Policy, students are allowed to retake the same course at the same difficulty level under the following conditions:

- Only courses in which a grade of a D or F is earned may be retaken.
- The course in which a grade of a D or F is earned may only be retaken during the current academic year or no later than the next academic school year.
- The student's record will reflect all courses taken and grades earned. Students who repeat a course in which a D was earned will only receive credit for the repeated course grade.
- Students taking courses for a Carnegie unit prior to their 9th grade year may retake any such course during their 9th grade year. In this case, only the 9th grade retake grade is used in figuring the student's Grade Point Average (GPA) and only the 9th grade attempt is shown on the transcript. This rule applies whether the grade earned is higher or lower than the pre-ninth grade attempt.

Promotion and retention

In order to comply with state law and ensure continuous and appropriate progress through Grades 9-12, the high schools have established regulatory guidelines to follow the district's Promotion and Retention Policy, IKE. In Grades 9 through 12, in order to be eligible for promotion to the next grade classification, students must have earned a minimum number of units, as specified below. **NOTE: Students must be enrolled in at least one English and one Math course each of the four years of high school. (Policy IKE-R, revised 2015)**

To be promoted to Grade 10, a student must pass a minimum of 4 units of credit to include:

One English Credit
One Math Credit
Two additional credits

To be promoted to Grade 11, a student must pass a minimum of 10 units of credit to include:

Two English Credits
Two Math Credits
One Science Credit
One Social Studies Credit
Four Additional Credits

To be promoted to Grade 12, a student must pass a minimum of 16 units of credit to include:

Three English Credits
Three Math Credits
Two Science Credits
Two Social Studies Credits
Six Additional Credits

High School Assessments

Beginning in 2015, the S.C. Department of Education requires that all 11th graders take two assessments:

- The ACT – a test of college readiness
- ACT Work Keys – a test of career readiness

Both will be administered on designated school days in the spring.

Four High School Courses have a State-Mandated End-of-Course Exam which counts for 20% of the student's final grade. Those courses are

*English 1
*Algebra 1 or Intermediate Algebra
*Biology 1
*U.S. History and the 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 (graduation requirements) for students in Grades 9 through 12 are prescribed as follows:

English	4 units
U. S. History	1 unit
Economics	½ unit
Government	½ unit
Other social studies	1 unit
Mathematics	4 units
Natural Science	3 units
Computer literacy	1 unit
PE or JROTC	1 unit
World Language* or CATE elective**	1 unit
Electives (including health)	7 units
Total Required	**24 units**

*One unit of 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 & technical area.

Note: All students in Rock Hill Schools must take Health for high school graduation.

Courses that Meet Computer Literacy Requirement:

Integrated Business Application 1 and 2
Computer Programming 1 and 2
Information Technology for a Global Society IB
Digital Art and Design 1, 2, 3, and 4
Drafting, Design, and Pre-Engineering 1, 2, 3
PLTW Courses—IED, POE, DE, CEA
Webpage Design and Development 1 and 2
Digital Multimedia
Digital Desktop Publishing
Exploring Computer Science through Mobile App Development

Commencement exercises

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

Special education students who meet all the requirements of their Individual Education Plan (IEP) but have not met the requirement for the South Carolina High School Diploma are allowed to participate in the commencement exercises and receive a certificate of achievement. All special education students should meet with their IEP teams to discuss the requirements for this certificate of achievement.

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.

- ***With highest honors*** - Those students with a regular GPA of 4.5 or above will receive both written and verbal recognition during the commencement exercise. They will also 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 written and oral recognition in the commencement program. In addition, any student who has all A's (grades of 90 or above) since entering high school (ninth grade) will be eligible for honor graduate status.

Note: To be an Honor Graduate, a student must receive a Gold Seal Diploma.

(See page 6)

Grade Point Average

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 is located on page 7.

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 in December 1999, 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 Duel 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 9th 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.

GOLD SEAL DIPLOMA

To receive a Gold Seal Diploma you must:

- *Complete at least 28 credits in **grades 9-12** including 16 in the core academic areas (English, Math, Science, Social Studies, and World Language) with no grade lower than a C **or** a cumulative GPA of 4.2.*
- *Earn 4 credits within your Major. See Secondary Curriculum Framework for majors.*

Elective courses will be selected in conjunction with the core academic courses.
*A student must earn the **Gold Seal Diploma** to be designated an "honor student" (GPA 4.2 or higher or earn all A's) at graduation.*

South Carolina Uniform Grading Scale Conversion Chart

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
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

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
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
WF	F	0.000	0.000	0.000
WP	-	0.000	0.000	0.000

Career Planning

Overview

South Carolina high school students face many challenges – higher graduation standards, increasing college entrance requirements and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate, lifelong learners. A framework of curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education and engaging instructional strategies designed to help students learn important concepts and ideas in depth. The curriculum framework used by Rock Hill Schools includes a rigorous curriculum design and a requirement that each student develop a challenging IGP. Working with their parents, counselors and teachers, students develop plans 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.

Rock Hill Schools strives to provide a comprehensive curriculum to address the individual needs of all of our students. The framework design allows for an integrated, multi-dimensional approach to planning that helps students become successful learners for high school and beyond. The framework provides a structure for planning and communicating high expectations.

Framework design

A comprehensive curriculum framework includes the following elements:

- Schools of study
- Clusters of study
- Majors for each cluster of study
- An Individual Graduation Plan (IGP)
- Recommended curriculum for an IGP
- Template for the IGP for each major

A **school of study** is a way to organize the curriculum into broad program areas that are inter-related in nature and that relate to various professions and academic areas of study. These are our schools of study:

- School of Arts & Humanities
- School of Business Management & Information Systems
- School of Math, Science, Engineering, & Industrial Technologies
- School of Health Science & Human Services

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. These are the clusters of study from which to choose:

- Arts and humanities
- Education and training
- Business management and administration
- Finance
- Hospitality and tourism
- Information technology

- Marketing sales and service
- Agriculture, food and natural resources
- Architecture and construction
- Transportation, distribution and logistics
- Science, technology, engineering, mathematics
- Health science
- Human services
- Law, public safety and security
- Government and public administration

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.

The United States Department of Education (USDE) has developed 16 national clusters of study as a means of organizing the curriculum. The Secondary Curriculum Framework for Rock Hill Schools is designed around these 16 national clusters with a slight revision to one cluster. In addition, Rock Hill Schools organized these 16 clusters into groups referred to as "schools of study." The district's curriculum currently provides the opportunity for students to complete a major in more than 30 career areas.

Choosing a school of study, 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 16 clusters to explore, the goal being to select a major by the end of the 10th grade.

Individual Graduation Plan

The purpose of the Individual Graduation Plan (IGP) is to assist the students and their parents 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. A sample is included in Appendix D.

6th Grade

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

7th Grade

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

8th 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.

9th 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.

10th 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

11th 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.

12th 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 curriculum framework, with its schools of study, 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.

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/GuardianSignature Date**

_____
Counselor Signature Date

FREQUENTLY ASKED QUESTIONS

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. There are 34 majors in our framework. These are shown under each cluster of study on the framework chart.

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 four 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 10th 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, ROTC, etc.? Yes, the district highly recommends students explore a broad range of experiences and interests during their high school years. There is ample opportunity with their 32 possible course selections to complete a major and participate in other areas of interests.

Framework and templates
See page 25 for a chart illustrating the district curriculum framework as well as the IGP templates that identify the courses required for each of the majors.

BEYOND HIGH SCHOOL

Educational and career assessments

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 Individual Graduation Plans (IGP).

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.

World Wide Web

The Internet is an excellent resource for students as they prepare for their future. Information about helpful Web sites 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.

COLLEGE BOUND

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. Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college/career goals. Colleges pay close attention to the strength of your high school schedule. You should 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, you should read college catalogs and talk with college admissions counselors concerning specifics 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 Preparatory Course Prerequisite Requirements

For Entering College Freshmen Beginning in Academic Year 2019-20

The 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 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.

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).

Total Units: 20

NOTES

1. Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry).

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 Duel Credit courses.

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/New_Web/GoingToCollege/CollPrepPrereq.htm Please note the __ (underscore) character between the words "New" and "Web" in the URL.

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 should begin in Fall 2020.

Policy originally approved by the SC Commission on Higher Education on April 7, 1983, 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 a 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.

For more information on the new SAT, go to:

https://collegereadiness.collegeboard.org/sat/inside-the-test/key-changes

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

COMPASS

Two-year technical colleges require different placement tests, not 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 COMPASS**. The COMPASS test (Computer-adapted Placement Assessment and Support Services) measures skills in Reading, English and Mathematics. COMPASS is available on the York Technical College campus for a fee.

Educational Lottery Scholarships

General Eligibility Criteria Scholarships & Grants

To be eligible for South Carolina Scholarships and Grants students:

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

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

Palmetto Fellows Scholarship

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

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

Initial Eligibility Requirements (Early Awards)

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

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

Students cannot use these criteria to meet final award criteria

Final Awards

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

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

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

Life Scholarship

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

Four Year Colleges—Up to $5,000 (including a $300 book allowance) each academic year towards the cost of attendance at an eligible four-year institution in South Carolina; **Initial Eligibility—**Students must meet **two** of the following three criteria:

1. earn at least a 3.0 cumulative GPA based using the UGP upon high school graduation
2. rank in the top 30 percent of the graduating class
3. score at least 1100 on the SAT or 24 on the ACT through June of the senior year. Only the math and critical reading scores of the SAT may be included.

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

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

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

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

The Enhanced Life and Palmetto Fellows Scholarships

The South Carolina General Assembly has passed legislation that enhances the value of the Palmetto Fellows and LIFE Scholarship awards for students majoring in science and mathematics related disciplines. Eligible students for the Enhanced Palmetto Fellows may receive up to $10,000. Enhanced LIFE scholarship students may receive $7500. These awards begin after the completion of 30 college credit hours, declaration of an eligible major and fourteen credit hours in math and science courses. The student must also meet the basic requirements for the LIFE and Palmetto Fellows Scholarships. **As a result of the complexity of these new regulations, it is recommended that parents and students check the eligible majors at http://www.che.sc.gov.**

Hope Scholarship

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

Initial Eligibility Requirements:

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

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

Advanced Study and Curricular Opportunities

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.

International Baccalaureate

The *International Baccalaureate Programme* is a prestigious international program that offers rigorous coursework across six major disciplines (see courses below). Students may elect to pursue the highly regarded IB Diploma by taking all six courses or pursue IB Certificates in selected courses. The strength of the IB programme is its holistic approach to educating students, which it achieves through both challenging coursework and additional opportunities such as the Theory of Knowledge course (a critical thinking course that seeks to integrate the other six courses), the Extended Essay (a research topic of the students' choice), and CAS (Creativity, Activity, and Service) learning components. Universities throughout the world regard IB as one of the best high school preparatory programs for college coursework and may award advanced standing in those courses based on student performance on international IB exams. IB courses are weighted 1.0 quality points above college preparatory courses.

Fees are associated with taking IB classes/exams.

- **What Makes IB Unique?**
  1. All courses are taught through an international perspective.
  2. All courses are integrated around the Theory of Knowledge course.
  3. Student's progress through the program together and form a strong cohort.
  4. Divergent learning (thinking outside the box) is encouraged.
  5. IB allows you to address your strengths and weaknesses.
  6. IB encourages a variety of assessments (not just paper/pencil tests).
  7. IB requires and honors service to your community and school.
  8. IB focuses on developing the "whole" student, not just the academic.
  9. IB is well-known and strongly regarded by highly selective public and private colleges.

- **Who Should Take IB Courses?**
  1. Students who have challenged themselves in Advanced/Honors courses in grades 6-10
  2. Motivated students who want to see the connections between the subjects
  3. Students seeking to develop strong writing & communication skills across content areas.
  4. Students who find a particular area of interest within the IB course offerings
  5. Students seeking advanced standing in public and private universities both in and out of state (college credit based on IB exam results)

- **International Baccalaureate Courses:**
  1. Language A—English 4 and English 5 Higher Level IB Course
  2. IB US History and History of the Americas Higher Level IB Course
  3. Math Studies or Math SL Standard Level IB Courses
  4. IB Biology or IB Chemistry Higher Level IB Courses
  5. Spanish or French Standard Level IB Courses
  6. Sixth Subject Options include: Music, Information Technology for a Global Society, Theater (SPHS only), and Psychology (SPHS only).

Advanced Placement Program

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.

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

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

- **Advanced Placement Courses**
  1. AP Language and Composition
  2. AP Literature
  3. AP American History
  4. AP European History
  5. AP Statistics
  6. AP Biology
  7. AP Chemistry
  8. AP Calculus AB
  9. AP Calculus BC
  10. AP Computer Science
  11. AP Art
  12. AP Spanish
  13. AP Macroeconomics
  14. AP Government & Politics
  15. AP Psychology
  16. AP Environmental Science
  17. AP Human Geography

Dual Credit Program

The *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 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. A list of all Duel credit courses for each institution will be published in a separate document.***

- **What Makes *Dual Credit* Unique?**
  1. Students in both college preparatory and technical preparatory classes may be eligible for Dual Credit courses.
  2. 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.
  3. Some courses are offered at the high school and others are offered on the college campus.
  4. There are numerous *Dual Credit* courses outside the mainstream course offerings.
  5. Grades earned in *Dual Credit* courses become part of the student's college transcript.

- **Who Should Take *Dual Credit* courses?**
  1. Motivated college preparatory students seeking college transfer courses to a 4-year in-state public university
  2. Motivated students seeking an Associate Degree at a Technical College
  3. Students who have finished the advanced program during grades 9 and 10 but who need an additional challenge in the junior and senior year
  4. Students interested in a post-secondary major within a field of study offered in the *Dual Credit* courses.
  5. Students who are 16 years old and have a 3.0 GPA on the Uniform Grading Scale.

- **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. Parents and students will be notified in writing about the course fee at the beginning of the course.

Sample

Dual Credit Courses Offered on High School Campuses

The following *Dual Credit* courses are taught on the Rock Hill Schools campuses ***(pending availability of teachers with the appropriate credentials and sufficient enrollment).***

FEES ARE SUBJECT TO CHANGE

PLEASE NOTE:

- **At the time of the printing of the course catalog, we cannot provide the final cost per course. That information will be made available to students in January**.

- Students who take six credit hours in one semester may receive lottery assistance funds.

Course	Credit hrs.	College	**Cost
English 101	3	USC-L	TBA
English 102	3	USC-L	TBA
European History 101	3	USC-L	TBA
European History 102	3	USC-L	TBA
US History 111	3	USC-L	TBA
US History 112	3	USC-L	TBA
Digital Art & Design (VCOM 261)	3	Winthrop University	TBA
Teacher Cadet	3	Winthrop University	TBA
Criminal Justice 101 (CRJU 101)	3	USC-L	TBA
Psychology 101 (PSYC 101)	3	USC-L	TBA
Introduction To Engineering Design (EMCH J111)	3	USC or Rochester Institute of Tech.	TBA
Principles of Engineering (ENGR J101)	3	USC or Rochester Institute of Tech.	TBA
Digital Electronics (ELCT J101)	3	USC or Rochester Institute of Tech.	TBA

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.	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. Passing grade of C in the course and policies of the college the student applies to will determine if college credit may be awarded.
Enrollment Requirement	Must have taken pre-requisite honors courses in 9^{th}-10^{th} 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	11^{th}-12^{th} grades	9^{th}-12^{th} grades	Age 16 and 10^{th} 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 school-based, and do not by themselves determine college credit. Course grade determines eligibility for 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	May receive college credit if student earns a C in the course. Transfer of the credit to another college 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 (see chart of Dual Credit Courses)

ACCELERATE

South Carolina's Engineering LaunchPad

A PRODUCT OF THE SC GOVERNOR'S SCHOOL FOR SCIENCE & MATHEMATICS

HIGHLIGHTS

- The Accelerate program provides intense, advanced academic preparation and exposure to the real-world of engineering during 10th, 11th and 12th grades in high schools across SC
- Successful completion of Accelerate will result in as many as 41 semester hours of college credit, depending on college choice and major as well as individual student commitment, motivation and performance. Dual enrollment courses are provided by Clemson University.
- Details of admission and course credit are administered by the universities and their individual engineering programs
- Accelerate offers opportunities for success in engineering and other fields, opportunities to begin higher-level courses earlier, and opportunities to take a broader range of elective courses
- Curriculum oversight is provided by our partner colleges, enhanced by engineering firms, taught by qualified faculty and supported by community educators and engineers
- Accelerate includes significant emphasis on real-world, team-based projects carried out throughout the academic year, as well as through Saturday experiences and summer camps
- Accelerate includes a first-summer Base Camp at GSSM's Hartsville campus followed by two, one-week summer experiences on college campuses, with the ultimate goal of having students enter into an industry internship prior to the start of college
- Accelerate curriculum stresses mastery of foundational tools of engineering, physics, calculus, chemistry, and English, and membership in a virtual community of like-minded students
- Extracurricular activities are designed to enhance engineering concepts with added emphasis on leadership, public speaking, communication and career planning

GOALS

- To re-engineer engineering education in South Carolina, supporting our engineering universities with top in-state students in their world-class engineering programs
- To provide a continuing source of engineering talent to businesses in the state and to secure South Carolina's position as a strong STEM state
- To deliver a high-caliber "GSSM of the future," living out our commitment to delivering the best possible STEM education opportunities to the widest audience of SC students

FOCUS

To develop the next generation of creative engineers and technical leaders by offering motivated SC high school students an innovative and accelerated path toward college engineering degrees

EDUCATION PARTNERS

South Carolina School Districts
Clemson University
University of South Carolina
The Citadel

FUNDING

Launched with private support and currently funded through corporate partnerships and the SC General Assembly.

FOR MORE INFORMATION

Website: www.scgssm.org/accelerate
Email: accelerate@gssm.k12.sc.us
Office: (843) 383-3901 x 3982

24/7smart SINCE1988

Hartsville, SC www.scgssm.org

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Curriculum Overview REV 8-30-2016

ACCELERATE
South Carolina's Engineering LaunchPad

Taught by qualified GSSM or university faculty:

	9 FALL	9 SPRING	10 FALL	10 SPRING	11 FALL	11 SPRING	12 FALL	12 SPRING
MATH	Algebra II	Algebra II	Honors Pre-Calculus for Engineers		MATH 1060 Calculus of One Variable I		MATH 1080 Calculus of One Variable II	MATH 2060 Calculus of Several Variables
SCIENCE	Intro Biology w/ Lab(1)	Intro Biology w/ Lab(1)	Chemistry I*	Chemistry I*	CHEM 1010 w/ CHEM 1011 General Chem I	CHEM 1020 w/ CHEM 1021 General Chem II	PHYS 1220 w/ PHYS 1240 Physics w/ Calc I	PHYS 2210 w/ PHYS 2230 Physics w/ Calc II
ENGINEERING			Honors Pre-Engineering		ENGR 1520 Engineering Computer Skills	ENGR 1640 Engr MATLAB Prog	ENGR 1150 Engr Design & Modeling	Honors Senior Project
ENGLISH/ LANG ARTS	English I	English I	English II*	English II*	ENGL 1030 Accelerated Composition		Honors Literature of Problem-Solving	ENGL 2020 Major Forms of Literature

Courses in **BLUE** are Honors courses offered by GSSM.
Courses in **GREEN** are Dual Enrollment offered by Clemson.
Courses in Black are offered by and weighted by the local high school.
*To be taken at the home school during the sophomore year
(1) Introductory Biology is required by the state, and should be completed in 9th grade.

Applicants must successfully complete Algebra I prior to the beginning of 9th grade, and project successful completion of Algebra II (if available) by the end of 9th grade.

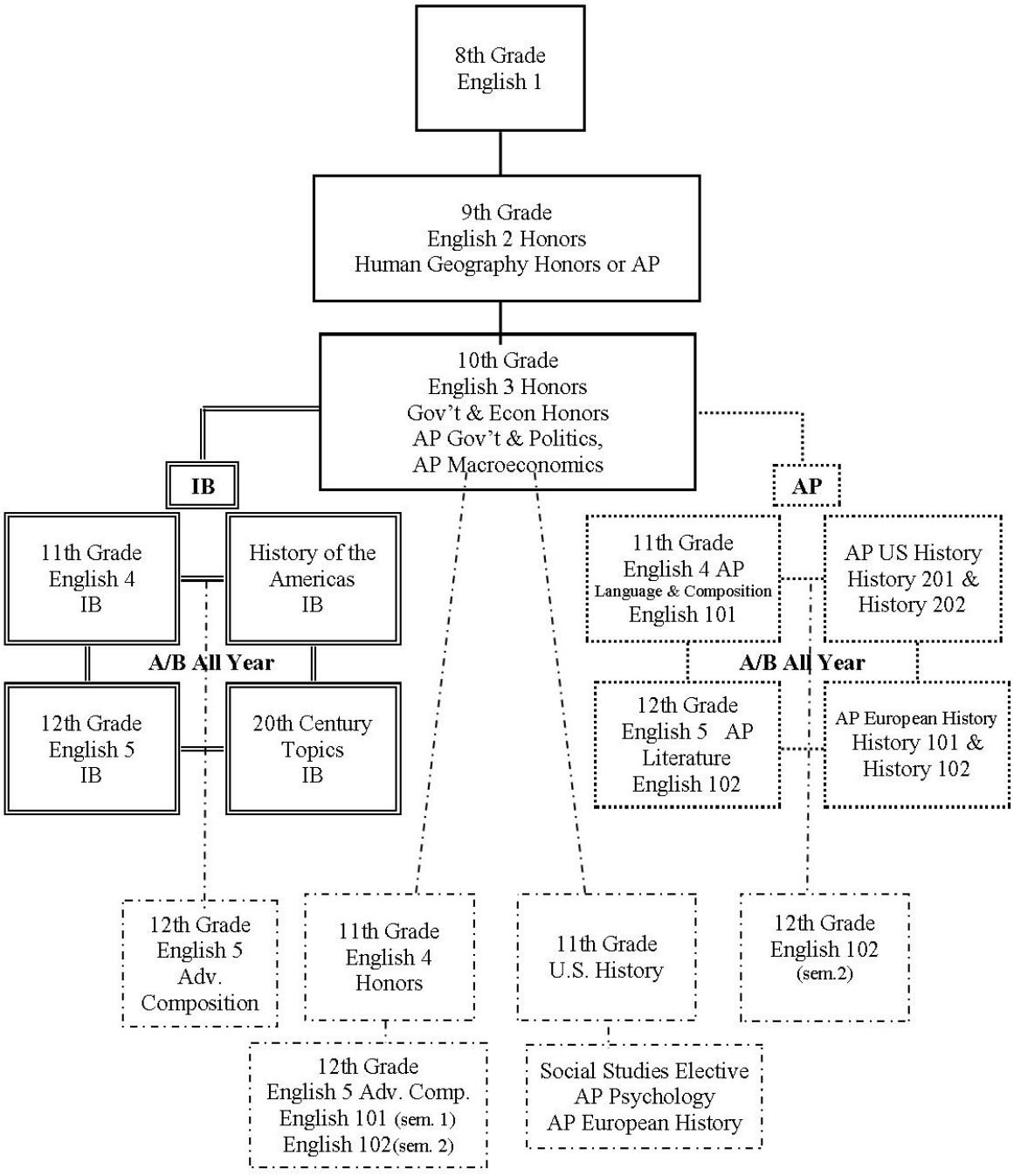
Prior to the beginning of 11th grade, students should complete:
- Biology I
- Chemistry I
- Geometry
- English II

Standard High School Graduation Requirements

Standard Credit Units (1 year = 1 credit)

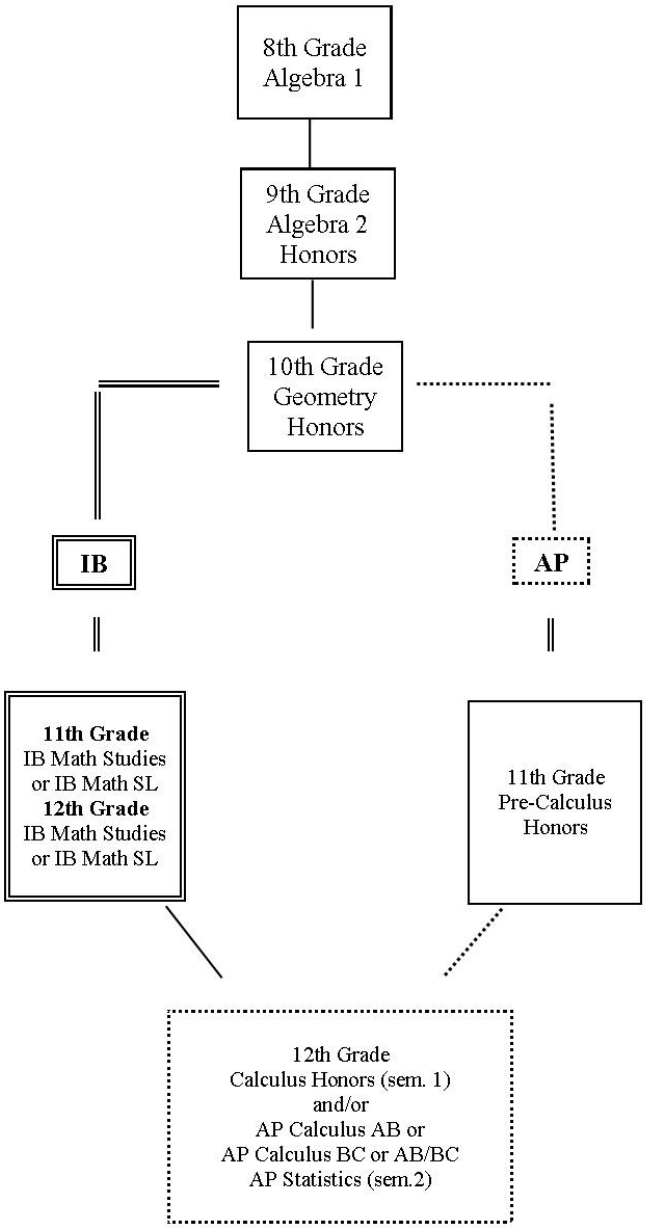
Math	4
Science (incl biology)	3
Computer Science	1
English/Language Arts	4
Foreign Language	1
US History	1
Government/Economics	1
Other Social Studies	1
Phys Ed/ROTC	1
Electives	7
Total	**24**

English/History Sequence for Advanced Students



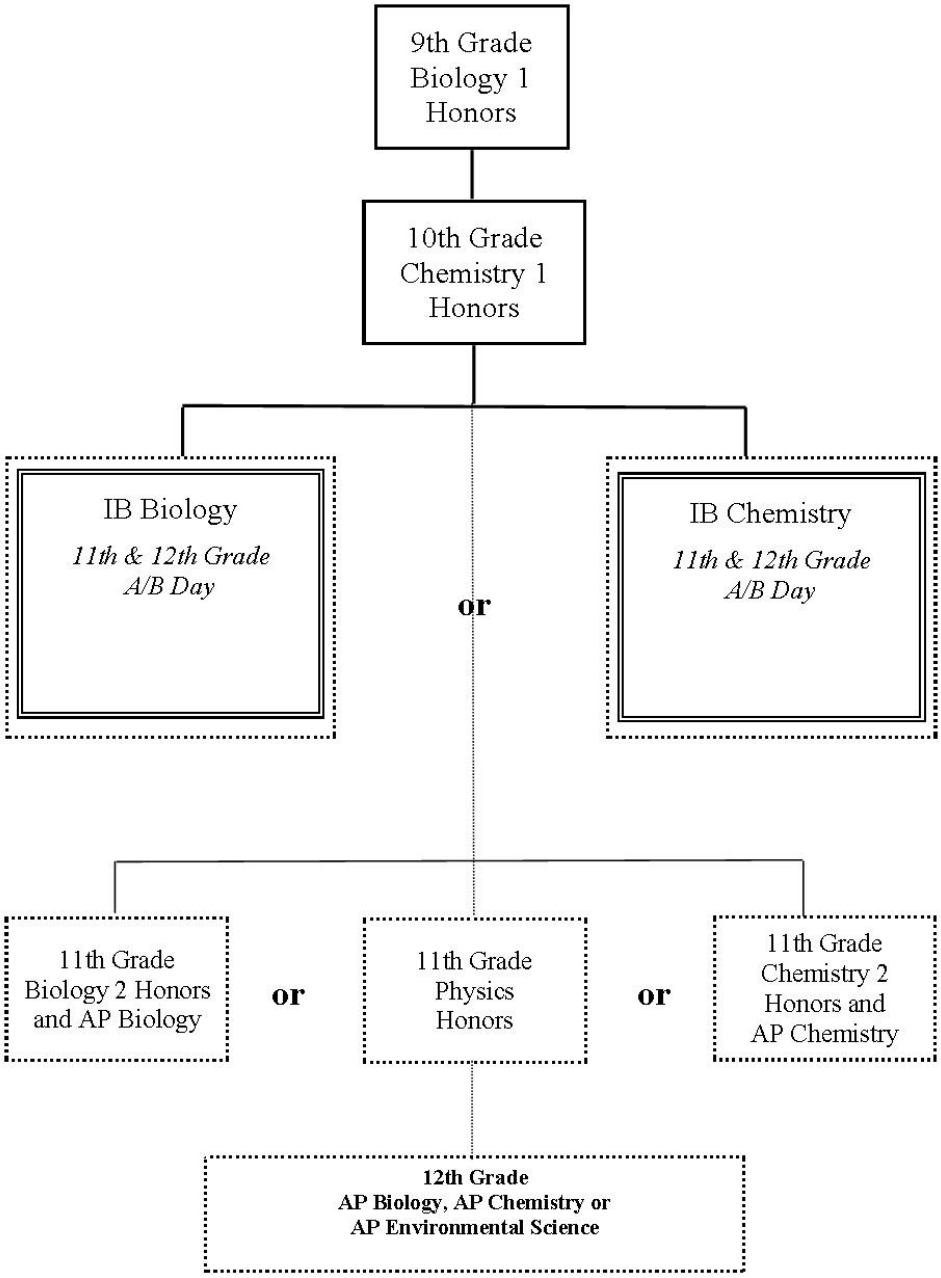
All courses subject to number of requests and teacher availability.

Math Sequence for Advanced Students



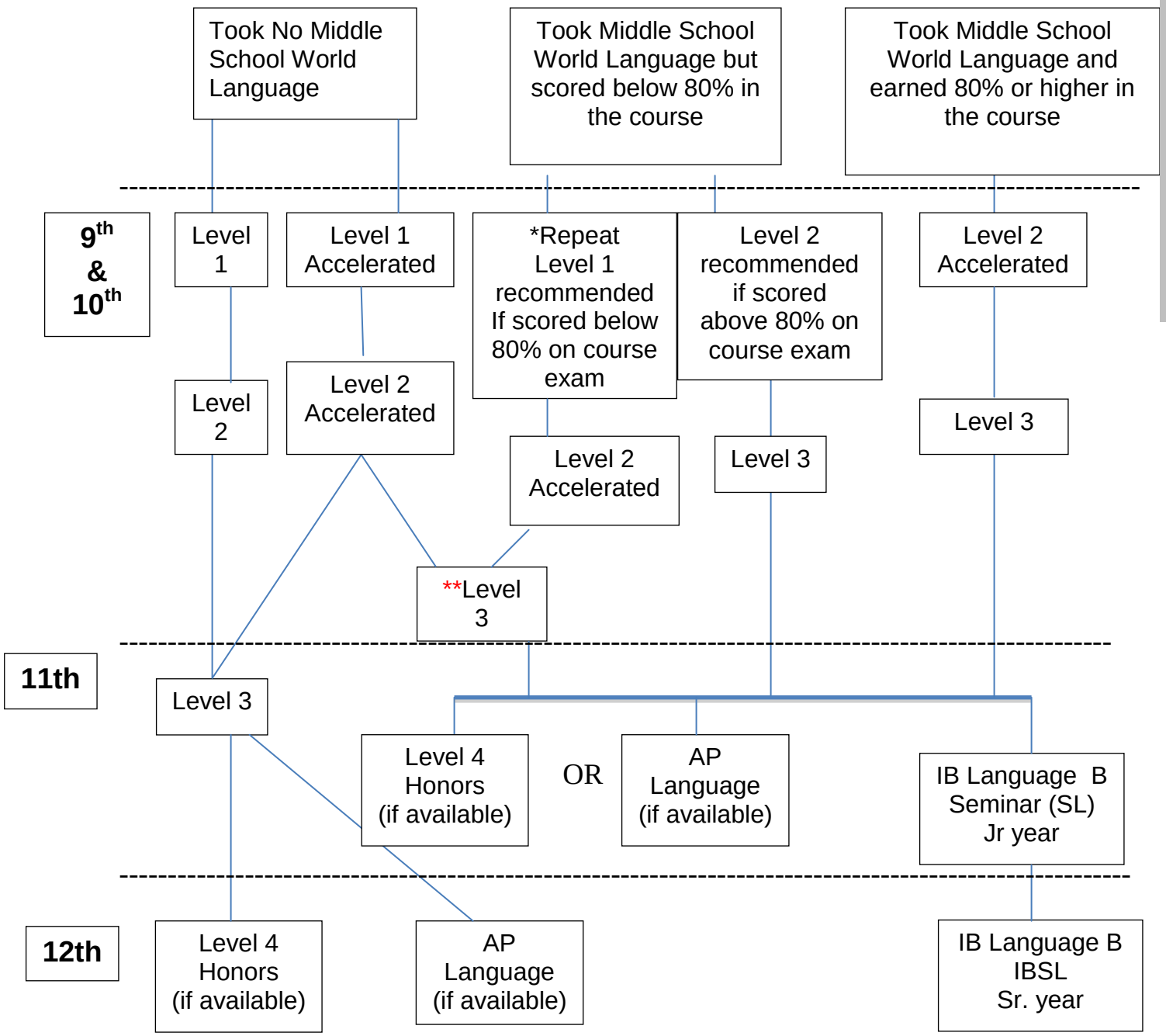
All courses subject to number of requests and teacher availability.

Science Sequence for Advanced Students



All courses subject to number of requests and teacher availability.

Recommended World Language Sequence



*Because classes are conducted primarily in the second language, it is strongly recommended that students have a C average before advancing to the next level.
**Level 3 is strongly recommended before IB Seminar, but, in the event of a scheduling conflict, juniors who have passed Levels 1 and 2 Accelerated may skip Level 3 in order to enroll in IB Seminar as Juniors.

HIGH SCHOOL NON-TRADITIONAL PROGRAMS

What Are High School Non-Traditional Programs?

Sometimes students in high school need a different path to graduation. Alternative programs help students to get ahead, catch up in courses, or re-take failed courses. Students should evaluate the options among the alternative programs to select the right individual path.

Rock Hill Schools offers five alternative programs in the high school designed to meet the specific needs of distinct populations. Parents and students may obtain descriptive information about each program below. Additional information is provided by the high school guidance counselor upon request.

VIRTUAL SC

Virtual SC offers motivated students on-line courses that meet their learning styles.
Through the Virtual SC Program, students can

- take a class for initial credit
- retake a class previously failed
- take classes for personal enrichment or to get ahead
- access coursework anywhere Internet is available

www.virtual.sc.org

CONTENT & CREDIT RECOVERY

Students may need additional time to master the content in high school courses.
Content Recovery
Students who fail a **unit test in a core academic** class (English, math science or social studies) may visit the Academic Coach to recover the unit by

- Re-taking the unit again in the online curriculum
- Completing all activities in the unit and passing a mastery test
- Mastery test set at 80% which transfers into classroom grade for failed unit

Credit Recovery (Cost $50.00 per course)
Students who fail a course may not have to retake the ENTIRE course again to earn credit

- Final grade of 57-59—student retakes only the units in the online curriculum designated by the classroom teacher as the student's areas of weakness (Mastery set at 60% to earn credit)
- Final grade of 50-56—student retakes units in the mini course (Mastery set at 60% to earn credit)
- Final grade below 50—students retake class in summer school (if available) or the following semester.

PHOENIX ACADEMY

The Phoenix Academy consists of two flexible learning environments designed to provide support and motivation for academic success: Phoenix and Phoenix Fast Track. All offer the following opportunities for students:

- Individual planning
- Flexible scheduling
- Self-paced/mastery-based learning
- Rigorous instruction
- Classes for 8th grade students

Students who desire a more flexible and/or tailored academic plan for obtaining high school credits should consider attending Phoenix Academy either part-time or full-time. It is an ideal environment for students who are credit deficient, who have scheduling conflicts with courses at the high school, who are in AP or IB programs and desire to take additional courses, or who desire the opportunity to graduate early.

Both elective and core classes are offered through Phoenix Academy. The elective courses offered include Creative Writing, Expository Writing, Financial Literacy, Psychology, Sociology, Health and Physical Education. Please contact your assigned high school or middle school guidance counselor for additional information about the Phoenix Academy day and evening programs.

Please note: Phoenix Academy core classes that are self-paced are not approved for credit through the National Collegiate Athletic Association.

RENAISSANCE ACADEMY

The Renaissance Academy offers district students with minor to moderate disciplinary infractions an alternate environment in which to learn and to earn high school credits.

The Renaissance Academy is built upon the following premises:

- Students may need appropriate academic, social, emotional and behavioral interventions before an expulsion is given.
- A small nurturing school setting where individualized instruction is focused on 3-4 courses with a student-teacher ratio of 15:1.
- Curriculum is centered on both core academic and elective courses that are needed for a high school diploma.
- Frequent career and social counseling help students focus on goal-oriented behaviors rather destructive behaviors.
- A transition back to the regular high school setting is attainable if academic and behavioral issues are successfully met in the alternate setting.

Students are invited to apply to the Renaissance Academy before their educational opportunities have been removed due to problems in the schools or the community. Students may be referred by their principals.

School of Arts & Humanities	School of Business Management & Information Systems	School of Math, Science Engineering and Industrial Technologies	School of Health & Human Services
Arts and Humanities Cluster ➢ Digital Art and Design ➢ Journalism and Mass Communication ➢ World Language ➢ English ➢ Visual Arts ➢ Performing Arts ➢ Theatre Arts ➢ History ➢ Media Technology **Education and Training Cluster** ➢ Teaching & Training **Interdisciplinary Studies** **Cross Curricular Cluster** ➢ Advanced Placement ➢ International Baccalaureate ➢ Occupational & Employability	**Business Management & Administration Cluster** ➢ Operations Management ➢ General Management ➢ Sports Management **Finance Cluster** ➢ Accounting **Hospitality & Tourism Cluster** ➢ Culinary Arts **Information Technology Cluster** ➢ Programming & Software Development **Marketing, Sales, & Service Cluster** ➢ Marketing Management ➢ Marketing Merchandising ➢ Marketing Communications	**Agriculture, Food, & Natural Resources Cluster** ➢ Horticulture **Architecture & Construction Cluster** ➢ Drafting & Pre-Engineering ➢ Electricity ➢ Welding & Machine Tool Technology ➢ Construction Engineering **Transportation, Distribution, & Logistics Cluster** ➢ Automotive Service ➢ Automotive Collision Repair & Refinishing ➢ Power Equipment Technology ➢ Logistics and Distribution **Science, Technology, Engineering Mathematics Cluster** ➢ Engineering ➢ Math ➢ Science (Biology) ➢ Science (Physical Science)	**Health Science Cluster** ➢ Health Science ➢ Health & Wellness ➢ Sports Medicine ➢ Nutrition **Human Services Cluste** ➢ Cosmetology **Law, Public Safety & Security Cluster** ➢ Criminal Justice & Public Safety ➢ Military Science **Government & Public Administration Cluster** ➢ Social Science ➢ Political Science

School of Arts, Audio-Video Technology and Communications
Cluster of Study: Arts and Humanities

Major: Digital Art and Design

Required Courses for Major (Four credits required)	**Complementary Coursework** *(Fine Arts & ROTC courses complement all majors)*	**Extended Learning Options Related to Major**
Choose four of the following: Digital Art and Design 1: Graphic Design and Illustration Digital Art and Design 2: Photography and Digital Art Digital Art and Design 3: Animation and Motion Graphics Digital Art and Design 4: Advanced Digital Art, Design and Production	Digital Multimedia, Web Page Design Digital Desktop Publishing Media Technology: Studio Production Media Technology: Video Production Media Technology: Adv. Video Production Mobile Apps Development Art 1-4 Advertising	Job shadowing Career Mentoring Internships Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Advertising/Design with Newspapers, etc. Print Shop Designer-Prepress, Screen Print – Prepress Designer Layout Designer	Animator, Animation Director, Creator, Modeler, Renderer, Industry work in all areas of animation: storyboard concept , Special effects Game Design, Character Development Post Production & Editing Illustrator, Digital Ink & Painting	Animation Educator Teaching Opportunities Industry jobs worldwide

Major: Journalism and Mass Communication

Required Courses for Major (Four credits required)	**Complementary Coursework** *Fine Arts & ROTC Courses Complement all Majors*	**Extended Learning Options Related to Major**
Journalism 1 Journalism 2 Journalism 3 Choice of one of the following: Journalism 4 Creative Writing 1 & 2 Yearbook Productions Video Productions Digital Desktop Publishing	English IV honors English AP/IB or English 101 20th Century Topics IB	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Radio commentator/Disk Jockey Layout Designer	Technical Writer Proofreader, Reporter	Journalist, Television Anchor Station or Publication Manager, Editor

School of Arts, Audio-Video Technology and Communications
Cluster of Study: Arts and Humanities

Major: World Language

Required Courses for Major (Four credits required)	**Complementary Coursework** *Fine Arts & ROTC Courses Complement all Majors*	**Extended Learning Opportunity Options Related to Major**
Chinese 1, 2, 3, 4 or French 1, 2, 3, 4 or Spanish 1, 2, 3, 4 or Spanish AP or Levels 1, 2 and 3 of one language AND level 1 of another language	Additional World Languages JROTC World Geography European History (AP) History of the Americas (IB) Speech and Communication	Community Service (with immigrant community) Study Abroad (sem./year) International Exchanges ESOL/Exchange Student Assistant-Mentor Internships Job Shadowing Career Mentoring Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Dept. of Tourism Employee Tour Guide Military Specialist Immigrant Community Liaison International Manufacturing – Entry Level Position Landscape Supervisor	Travel Agent Customer Service Representative Peace Corps Volunteer Law Enforcement Officer	Educator Language Translator/Interpreter Business Consultant Military Intelligence Social Worker International Journalist Civil Service / Foreign Service

Major: English

Required Courses for Major (Four credits required)	**Complementary Coursework** *Fine Arts & ROTC Courses Complement all Majors*	**Extended Learning Options Related to Major**
English 3 Honors English 4 Honors/IB/AP English 5 AP/IB or English 101 and 102 <u>Choose one of the following:</u> Speech and Communication Teacher Cadet Journalism	Creative Writing 1 Creative Writing 2 Teacher Cadet Playwriting and Performance World Language—Levels 2, 3, or 4	Shadowing experiences Rock Hill Community Theater Winthrop Theater The Herald

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Receptionist Sales Associate Library Assistant Clerical Assistant	Proofreader Reporter Technical Writer Administrative Assistant	Educator Public Relations Specialist Writer Editor Technical Writer Reporter

School of Arts, Audio-Video Technology and Communications
Cluster of Study: Arts and Humanities

Major: Visual Arts

Required Courses for Major (Four credits required)	**Complementary Coursework** *Fine Arts & ROTC Courses Complement all Majors*	**Extended Learning Opportunity Options Related to Major**
Art I, Art II, Art III (choose 1) 2D, 3D, Painting and Drawing Art IV Honors AP Art *Art History available on-line through York Tech.*	Marketing Marketing 2 Integrated Business Applications Digital Art and Design 1, 2, 3 and 4 Drafting AP European History 20 Century History Cultural Anthropology	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Artist Craft Artist Florist Retail Auto Detailing Cooking Sign Design	Graphic Illustrator Cartoonist Interior Design Fashion Design Culinary Art	Art Educator Interior Designer Art Historian Art Critic Arts Administrator Graphic Design Photojournalist Curator/Gallery Manager Art Therapist Professional Artist

Major: Performing Arts

Required Courses for Music Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
<u>Band Concentration</u> Instrumental Ensemble, Concert Band Symphonic Band (Reg. or Honors) Marching Band <u>Orchestra Concentration</u> String Orchestra 1 String Orchestra 2 (Reg. or Honors), Guitar <u>Choral Concentration</u> Basic Choral Methods, Music IB Singers 1 or Choral Ensemble 1 Singers 2 or Choral Ensemble 2 Concert Choir 1/Troubadours 1 (Reg/Hon) Concert Choir 2/Troubadours 2 (Reg/Hon)	IB Music Any Fine Arts Course Jazz Ensemble (Instrumental) Dance *ROTC courses complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education Mentoring Program Community Outreach Region, All-State & National Ensembles Solo/Ensemble

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Musician Accompanist Singer Composer	Instrumental Musician Accompanist Vocal Musician Composer Stage Manager	Music Educator Composer Choral Director Music Band Director Technician Orchestra Director Music Music Therapist Performer

School of Arts, Audio-Video Technology and Communications
Cluster of Study: Arts and Humanities

Major: Theater Arts

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Opportunity Options Related to Major**
Playwriting and Performance Theater Crafts Advanced Acting Musical Theater	Speech English IV Honors AP/IB English or English 101 Video Production Journalism Dance *Fine Arts & ROTC complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
- theme park character - actor - mime - puppeteer - grip - rigger - scene painter - props person - set construction crewperson	- costume construction crewperson - lighting technician - sound technician - make-up crewperson - house manager - publicity manager - box office manager - theatre manager - assistant stage manager	- producer Drama Therapist - agent Playwright - casting director - director - stage manager - drama teacher (K-12) - college theatre professor - sound designer - lighting designer - costume designer - make-up designer - stage combat choreographer - theatre historian - set designer

Major: History

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
American History (AP, IB, HIS 111/112 Dual Credit) Government & Economics Choose two of the following: AP Geography AP European History Technologies and Societies 20th Century Topics (IB)	World Religions ITGS (IB) ROTC Ancient Global Studies *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Volunteer (Museums)	College Transfer	Teacher Museum Director Public Administration Historical Commission Graduate School

School of Arts, Audio-Video Technology and Communications Cluster of Study:

Major: Media Technology: Visual Communications

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Media Technology: Video Media Technology: Studio Media Technology: Advanced Video Production	Digital Art and Design 1: Graphic Design and Illustration Digital Art and Design 2: Photography and Digital Art Digital Art and Design 3: Animation and Motion Graphics Digital Art and Design 4: Advanced Digital Art, Design and Production *Fine Arts & ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Broadcast Station Camera Operator Production Assistance Make-up Artist	Non-Linear Editor Director of Photography Producer, Director, Scriptwriter Gaffer	Senior Producer/Director Senior Editor, Senior Scriptwriter Technical Switcher Director Production Manager

School of Arts, Audio-Video Technology and Communications Cluster of Study: Education & Training

Major: Teaching and Training

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Introduction to Teaching 1 (1 credit) Introduction to Teaching 2 (2 credits) <u>Choice of One of the following</u>: Entrepreneurship Integrated Business Applications Web Page Design and Development Parenting Education Family Life Education Teacher Cadet 101	Speech Psychology/Psychology 101 (Dual Credit USC-L) Fundamentals of Coaching Creative Writing 1 Creative Writing 2 Sociology *Fine Arts & ROTC Courses complement all majors*	Internship Organized tutoring -literacy programs and GED programs -reading in public libraries -volunteering at local museums, historic sites, arts council, etc. -coaching/refereeing -volunteering with youth organizations, churches, civic organizations
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Work in a Child Development Center Substitute Teacher Nanny/Manny Teacher Assistant in PK-12 school	Teaching Assistant in Child Development Center Teacher in Child Development Center Director/Owner of Child Development Center	Teacher; Trainer in business or other organization Master's +: Faculty member at two-year or four-year institution Administrator in PK-12 school Counselor in PK-12 school

Interdisciplinary Studies
Cluster of Study: Cross Curricular

Major: Advanced Placement

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Any four advanced placement courses: AP US History, AP English, AP Language & Composition, AP Biology, AP Psychology, AP Gov't & Politics, AP Macroeconomics, AP Environmental Science, AP Chemistry, AP Calculus AB & BC, AP Statistics, AP Computer Science, AP Art, AP Human Geography, AP European History Virtual High School AP offerings: AP French, AP Spanish, AP Government, AP Economics	Creative Writing Speech World Language 2-4 Any honors, AP, or IB level course that complements an area of interest *Fine Arts and ROTC courses complement all majors*	Job Shadowing in area of interest Career Mentoring in area of interest Internship-in area of interest Cooperative Education-in area of interest

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
The AP major is usually assumed for a college bound student (4 year college).	Non applicable	Depends on concentration area: Lawyer Educator Dentist CEO Engineer International Entrepreneur Doctor Artist Musician

Interdisciplinary Studies
Cluster of Study: Cross Curricular

Major: International Baccalaureate

Required Courses for Major Any four courses of the following:	**Complementary Coursework**	**Extended Learning Options Related to Major**
IB Major – Math/Science Emphasis - Math HL (2 credits) - Math SL (2 credits) - Math Studies (2 credits) - Biology HL (2 credits) - Chemistry HL (2 credits) IB Major – English/History Emphasis - English IV IB (1 credit) - English V IB (1 credit) - History of Americas IB (1 credit) - 20th Century IB (1 credit) IB Major –Interdisciplinary Emphasis - ITGS -Theater - Music -World Language 3 & 4	Any honors, AP, or IB course that would complement area of interest Science Emphasis Anatomy and Physiology Math/Science Emphasis Accounting, Pre-Engineering English/History Emphasis Sociology, Psychology, Cultural Anthropology 101 *Fine Arts & ROTC Courses Complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education CAS service work Senior Project

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Not applicable	Not applicable	CPA Editor College Professor Interpreter Doctor Lawyer CEO Teacher Market Research Analyst

Interdisciplinary Studies
Cluster of Study: Cross Curricular

Major: Occupation and Employability

Required Courses for Major (Four credits required)	Complementary Coursework	Extended Learning Options Related to Major
Choose one or two Level 1 ATC Courses: Masonry, Culinary Arts 1, Small Engines 2 Automotive Technology 2, Collision, Repair,& Refinish 2 Building Construction 2, Graphics and Printing Tech. 1, Horticulture for the Workplace, Digital Art & Design 1 Choose two or three of the following: Family life education Art, Parenting Education Keyboarding, Foods & Nutrition 1, PAES Lab. Housing & Interiors, Health, Success by Design Law related Education, Fashion, Fabric, & Construction	Any additional ATC Level 1or 2 course May include any level 2 or 3 ATC course:	Job Shadowing 10th grade Career Mentoring 10th grade Internship-11th and 12th grade Cooperative Education-11th and 12th grade

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	2-Year Associates Degree	4-Year Degree and Higher
Successful entry level employment in a variety of fields of interest depending upon course and internship focus during high school	Not applicable	Not applicable

School of Business Management & Information Systems
Cluster of Study: Business Management & Administration

Major: Operations Management

Required Courses for Major (Four credits required) *=Required	Complementary Coursework	Extended Learning Options Related to Major
Virtual Enterprise 1 Virtual Enterprise 2 Choose two of the following: Entrepreneurship Integrated Business Applications 1 Accounting, Business Law Marketing Work-based Credit	Digital Art & Design Web Page Design Digital Multimedia Fine Arts and ROTC courses complement all majors	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	2-Year Associates Degree	4-Year Degree and Higher
Nonprofit organization Office Management Publicity	Web Design Finishing Op. Management Customer Service Representative Sales Representative Entrepreneurship	Quality Control Plant Management Industry Trainer Planner/Scheduler, Estimator Paper Buy/Sell, Color Management Advertising

School of Business Management & Information Systems
Cluster of Study: Business Management & Administration

Major: General Management

Required Courses for Major (Four credits required) * =Required	**Complementary Coursework**	**Extended Learning Options Related to Major**
Accounting 1 Entrepreneurship Choose two of the following: Accounting 2 Professional/Leadership Development Business Finance Marketing Management Integrated Business Applications 1 & 2 Business Law	Advertising Merchandising Marketing Programming 1, 2 Web Design *Fine Arts and ROTC courses complement all majors*	FBLA MOS Certification Career Mentoring Shadowing Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Private business owner Customer Service Ground Level/Internships: -sales -marketing -advertising (retail or corporate)	Entry level positions: -sales -marketing -advertising -finance -management	Corporate marketing Corporate advertising Corporate sales Retail management Accounting/Finance -CPA -CFO -Investment/Financial planner

Major: Sports Management

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Marketing Sports & Entertainment Marketing Personal Fitness Choose one of the following: Individual and Team Sports Total Body Conditioning 1, 2,3 4	Business Law Advertising Accounting 1 Integrated Business Applications *Fine Arts and ROTC courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Parks and Recreation Grounds Crew & Lawn Management City and Church League Tournament Organizer Score Keeper Referee Team Bus Driver	Golf Course Management Athletic Secretary	General Manager & Assistant Operation & Facility Manager of a Sports or Fitness facility Athletic Director & Assistant Athletic Director University Intramural Director Sports Information Director Equipment Managers Athletic Fundraiser

School of Business Management & Information Systems
Cluster of Study: Finance

Major: Accounting

Required Courses for Major (Four credits required) *= required	**Complementary Coursework**	**Extended Learning Options Related to Major**
*Accounting 1 *Accounting 2 <u>Choose two of the following:</u> Business & Personal Finance Integrated Business Applications I & II Entrepreneurship or Virtual Enterprise	Advertising Marketing & Marketing Management 2 Merchandising Computer Programming 1 Computer Programming 2 Business Law *Fine Arts and ROTC courses complement all majors*	FBLA (Future Business Leaders of America) MOS Certification (investigate doing this testing at TYC, ATC, or HS) Career Mentoring Shadowing Internship

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Accounts Payable Clerk	Accountant	Teacher
Accounts Receivable Clerk	Payroll Coordinator	Certified Public Accountant
Bank Teller	Cost Accountant Assistant	Investment Counselor
Payroll clerk	Tax Preparer	Financial Planner
Bookkeeper	Inventory Control	Chief Financial Officer

School of Business Management & Information Systems
Cluster of Study: Hospitality and Tourism

Major: Culinary Arts

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Opportunity Options Related to Major**
Culinary Arts 1 (one credit) Culinary Arts 2 (two credits) <u>Choose one or two of the following</u>: Foods & Nutrition 1 Accounting 1 Entrepreneurship Sports Nutrition Integrated Business Applications Web Page Design	Sociology Speech and Communication Introduction to Family & Consumer Science Marketing *Fine Arts and ROTC courses complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Cook	Chef Assistant	Chef
Server	Head Cook	Nutritionist
Host	Entry-level management	Restaurant Manager
Cashier	Restaurant Manager	Culinary Director
Cruise Ship Worker	Caterer	Upper-Level Management
Bartender		Dietician
Any food service worker		

School of Business Management & Information Systems
Cluster of Study: Information Technology

Major: Programming and Software Development

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Computer Programming 1 Computer Programming 2 <u>Choose two of the following</u>: Webpage Design (pre-requisite) Entrepreneurship Professional/Leadership Development	Computer Service Technology Introduction to Engineering Design Principals of Engineering Integrated Business Applications 1 & 2 Information Technology for a Global Society IB Computer Science AP *Fine Arts and ROTC courses complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
PC Support Specialist Technical Support Specialist	Programmer Systems Analyst Help Desk Specialist Network Administrator	Programmer/Computer Software Engineer Systems Analyst Software Applications Manager Operations Research Analyst

School of Business Management & Information Systems
Cluster of Study: Marketing

Major: Marketing Management

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Marketing Marketing Management 2 <u>Choose two of the following:</u> Advertising Sports & Entertainment Marketing Entrepreneurship Accounting 1 & 2 Integrated Business Applications 1 & 2	Business & Personal Finance Business Law Professional/Leadership Development Merchandising Webpage Design 1 and2 ROTC *Fine Arts and ROTC courses complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education FBLA/DECA

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Bank Teller Sales Associate Customer Service Representative	Assistant Store Manager Customer Service Supervisor Office Manager General Manager	Entrepreneur Educator Marketing Manager Chief Executive Officer

School of Business Management & Information Systems
Cluster of Study: Marketing

Major: Marketing Merchandising

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Marketing Merchandising <u>Choose two of the following:</u> Advertising Digital Desktop Publishing Integrated Business Applications 1 & 2 Professional/Leadership Development Sports & Entertainment Marketing Entrepreneurship Webpage Design 1 and2	Business Law Business & Personal Finance Accounting 1 & 2 Marketing Management *Fine Arts and ROTC courses complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education FBLA/DECA

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Sales Associate Visual Display Artist Customer Service Representative	Operations Manager Sales Manager Department Manager	Store Manager Educator Retail Marketing Coordinator Merchandising Manager

Major: Marketing Communications

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Marketing Advertising <u>Choose one of the following:</u> Entrepreneurship Virtual Enterprise 1,2,3,4 Digital Desktop Publishing Digital Multimedia Webpage Design 1 and 2 Sports & Entertainment Marketing	Integrated Business Applications 1 & 2 Marketing Management Business & Personal Finance Accounting 1 & 2 Merchandising *Fine Arts and ROTC courses complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education FBLA/DECA

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Sales Associate Visual Display Artist Customer Service Representative	Operations Manager Sales Manager Department Manager	Store Manager Educator Retail Marketing Coordinator Merchandising Manager

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Agriculture, Food, & Natural Resources

Major: Horticulture

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Horticulture for the Workplace 1 (1 credit) Horticulture for the Workplace 2 (2 credits)	Drafting I (1 credit) Environmental Science (1 credit) Speech and Communication Business Entrepreneurship Accounting Small Engines Construction Engineering Masonry Additional Spanish *Fine Arts and ROTC Courses Complement all Majors*	Golf Team Job Shadowing Career Mentoring Internship Cooperative Education Personal Fitness
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Grounds keeper Nurseryman Floral Designer Interior Plantscaper	Landscape Designer Account Manager Supervisor	Landscape Architect Entomologist Forrester Extension Agent Teacher Soil Scientist Biologist Turf Superintendent

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Architecture & Construction

Major: Drafting & Pre-Engineering

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Drafting 1 Drafting 2 Drafting 3	Construction Engineering Welding Electricity Automotive Landscape Design Principles of Engineering(PLTW) Introduction to Engineering Design *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
CAD Operator Entry Level Draftsman	Mapping Technician Civil Engineering Technician Electrical Eng. Technician Mechanical Eng. Tech Landscape Architect Tech. Architectural Drafting Tech.	Civil Engineer Mechanical Engineer Landscape Architect Architect Electrical Engineer Automotive Designer Industrial Engineer

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Architecture & Construction

Major: Electricity

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Electricity 2 (1 credit) Electricity 3 (2 credits) Introduction to Construction	Construction Engineering 2 Drafting 1, 2, 3, 4 Automotive Technology 2 *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Electrician Helper Industrial Maintenance Electrical Sales	Electrician Industrial Electrician Electrical Sales	Electrical Engineer Plant Engineer

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Architecture & Construction

Major: Welding and Machine Tool Technology

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Welding 1 (2 credits) Welding 2 (2 credits)	Drafting 1 Introduction to Engineering Design Collision Repair 2 Power Equipment Technology 2 (1 credit) *Fine Arts Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Welder Helper Production Welder Pipe Fitter Helper Steel Welder Enlisted Welder Production Machine Operator	Welding Supervisor Welding Inspector Business Manager Pipe Welder Welding Sales Representative CNC Operator Tool & Die Operator Machinist	Welding Engineer Welding Instructor Senior Certified Inspector Distributor Owner Business Owner Metallurgist Design Engineer Quality Control Engineer

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Architecture & Construction

Major: Construction Engineering

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Introduction to Construction (1 credit) Construction Engineering 2(1 credit) Construction Engineering 3 (2 credits)	Drafting 1, 2, 3, 4 Electricity 2 Welding 2 Masonry Spanish 1 & 2 *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Carpenters helper Labor Sales	Foreman 1st Line Management Lead Carpenter Assistant Superintendent	Entrepreneurship Superintendent Project Manager

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Transportation, Distribution & Logistics

Major: Automotive Service

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Automotive Service 1 (1 credit) Automotive Service 2 (1 credit) Automotive Service 3 (2 credits)	Introduction to Transportation Collision Repair and Refinish 1 (1 credit) Collision Repair and Refinish 2 (1 credit) Collision Repair and Refinish 3 (2 credits) Power Equipment Technology 2 (1 credit) Integrated Business Applications Computer Service *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Maintenance Technician Bus driver Technician Technician Helper	Service Technician Automotive Service Advisor Automotive Insurance Adjuster Automotive Parts Specialist	Mechanical Engineer Automotive Design Engineer Automotive Business Entrepreneur

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Transportation, Distribution & Logistics

Major: Automotive Collision Repair and Refinishing

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Introduction to Transportation Collision Repair and Refinish 1 (1 credit) Collision Repair and Refinish 2 (1 credit) Collision Repair and Refinish 3 (2 credits)	Automotive Technology 1 (1 credit) Automotive Technology 2 (1 credit) Automotive Technology 3 (2 credits) Welding 1 (2 credit) Welding 2 (2 credit) *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Maintenance Technician Bus driver Auto Body Preparation Technician Technician Helper	Service Technician Auto Body Refinish Specialist Auto Body Collision Repair Specialist Automotive Insurance Adjuster Automotive Parts Specialist	Mechanical Engineer Automotive Business Entrepreneur

Major: Power Equipment Technology

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Introduction to Transportation Power Equipment Technology 2 (1 credit) Power Equipment Technology 3 (2 credits)	Welding 1 (2 credits) Automotive Technology 2 and/or 3 Electricity 2 Horticulture for the Workplace 1 & 2 *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Small Engine Technician Motorcycle Technician Marine Technician Parts Salesman Equipment Assembler	Equipment Sales Representative Diesel Technician Automotive Technician Industrial Maintenance Manufacturer's Representative	Small Engines Instructor Agricultural Instructor Director of Maintenance Park Ranger

School of Math, Science, Engineering and Industrial Technologies
Cluster of Study: Transportation, Distribution & Logistics

Major: Logistics and Distribution

Required Courses for Major (Four credits required)	**Complementary Coursework** Suggestions shaded for rigor, application, and communication	**Extended Learning Options Related to Major**
Logistics & Distribution 1 - Introduction Logistics & Distribution 2 – Warehouse Distribution Logistics & Distribution 3 – Warehouse Inventory Logistics & Distribution 4 – Work-based	Automotive Tech 1, 2 & 3 Collision Repair and Refinish 1, 2 & 3 Introduction to Transportation Welding 1 & 2 Small Engines 2 & 3 Integrated Business Applications *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Inventory Control Material Handling Forklift Operator Order Pickers Stockers	Supervisor Trainer Truck Driver	Warehouse Manager Training Manager Human Resources Manager

School of Math, Science, Engineering and Industrial Technologies
Cluster of Study: Science, Technology, Engineering & Mathematics

Major: Engineering

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Select four of the following: Introduction to Engineering Design Principles of Engineering Digital Electronics Civil Engineering & Architecture	Drafting 1, 2, 3 Physics or Physics Honors Chemistry II honors or IB/AP Biology II honors or IB/AP Calculus Computer Programming Electricity 2 Construction Engineering 2 & 3 *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education Robotics Club Soapbox Derby activities Technical Competitions University Campus visits
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Drafting Assistant Machine Operator Electrical Assistant Construction Assistant	Architectural Engineering Technician Civil Engineering Technician Engineering Design Technician Electrical Engineer Technician Technical Sales Surveyor Career and Technical School Teacher	Civil Engineer Electrical Engineer Computer Engineer Mechanical Engineer Nuclear Engineer Environmental Engineer Project Manager

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Science, Technology, Engineering & Mathematics

Major: Mathematics

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Choose four of the following: Algebra III Trigonometry Pre-Calculus (CP or honors) AP Calculus (AB/BC) AP Statistics IB Math SL IB Math Studies Discrete Mathematics	Computer Science emphasizing programming Chemistry I Chemistry II Physics *Fine Arts and ROTC Courses Complement All Majors*	Job Shadowing Career Mentoring Internship Cooperative Education Mathematics Competitions Peer Tutoring in Math Academic Learning Center assistants Proficiency with graphing calculator

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Bank Teller Accounts Clerk Bookkeeper	Tax Preparer Surveyor Assistant Quality Control Technician Insurance Claims Adjuster	Accountant, Educator, Statistician Auditor , Insurance Actuary Federal Scientific Agencies Banking, Graduate School Opportunities in Science and Economics, Academic Learning Centers

Major: Science (Biology)

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Biology 2 Honors Choose three from the following: Physics Chemistry II Honors Environmental Science IB Biology Anatomy and Physiology	Teacher Cadet Digital Electronics Medical Terminology Sports Medicine Forensic Science Statistics Speech Integrated Business Applications 2 Electricity 2 *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Landscaper Lab Technician Chemical Production Worker Maintenance Technician Electrical Technician Materials Handler Curator Assistant/Interpreter	Material / Lab Technician Storm water Technician Registered Nurse Phlebotomist /Pharmacy Tech Environmental /Nuclear Tech Radiology Tech Physical Therapy Assistant Surveying & Mapping Tech, Forestry Tech	Registered Nurse Research Scientist/Chemist Doctor/Dentist/Veterinarian Educator Engineer/Nuclear/Chemical Aeronautical Engineer Forester, Psychiatrist Pharmacist

School of Math, Science, Engineering & Industrial Technologies
Cluster of Study: Science, Technology, Engineering & Mathematics

Major: Science (Physical Science)

Required Courses for Major (Four credits beyond Physical Science)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Choose four of the following: Physics Physics Honors Chemistry II Honors Chemistry AP/IB Principles of Engineering Environmental Science	Teacher Cadet, Digital Electronics Medical Terminology, Sports Medicine Forensic Science, Statistics Speech Integrated Business Applications Electricity 2 *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Landscaper Lab Technician Chemical Production Worker Maintenance Technician Electrical Technician Materials Handler Curator Assistant/Interpreter	Material / Lab Technician Storm water Technician Registered Nurse Phlebotomist /Pharmacy Tech Environmental /Nuclear Tech Radiology Tech, Forestry Tech Physical Therapy Assistant Surveying & Mapping Tech	Registered Nurse Research Scientist/Chemist Doctor/Dentist/Veterinarian Educator Engineer/Nuclear/Chemical Aeronautical Engineer Forester, Psychiatrist Pharmacist

School of Health & Human Services
Cluster of Study: Health Science

Major: Health Science

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Health Science 1 Health Science 2 Choose two of the following: Emergency Medical Services Health Science Clinical Study (2 credits), Health Science 3, Medical Terminology Sports Medicine Veterinary Assisting	Forensic Science, Physics Psychology, Anatomy & Physiology, Foods and Nutrition, Spanish, Sociology Advanced science courses highly recommended *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education Volunteer at local hospital, nursing home, physical therapy office, or veterinarian's office.
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Medical Records, Lab Assistant *The following may require some additional training*: Certified Nursing Assistant Medical Office Assistant Emergency Medical Technician Paramedic	LPN, RN Lab Technician Radiology Technician Dental Hygienist	Physician, Dentist, BS in Nursing Physical Therapist Pharmacist Forensic Scientist Veterinarian

School of Health & Human Services
Cluster of Study: Health Science

Major: Health & Wellness

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Choose four of the following: Total Body Conditioning 1, 2, 3 or 4 (1 course only) Personal Fitness Individual and Team Sports Aerobics Anatomy & Physiology or Anatomy & Physiology 101 (dual credit with York Tech)	Integrated Business Application Speech Sports Nutrition Accounting 1 Psychology Teacher Cadets *Fine Arts and ROTC Courses Complement all major*	YMCA or Fitness Center Shadowing
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Aerobics Instructor Sports Camp Counselor Activities Director (resorts, nursing homes, cruise ships) Sporting Goods Salesman	Physical Therapist's Assistant	Exercise Physiologist Strength and Conditioning Coach Personal Trainer Cardiac Rehabilitation Physical Education Teacher Coaching

Major: Sports Medicine

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Sports Medicine 1 Health Science 1 Choose two of the following: Health Science 2 Emergency Services Medical Terminology	Sports Nutrition Total Body Conditioning Individual and Team Sports Anatomy & Physiology Chemistry & Chemistry Honors *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing: -Winthrop University -Physical Rehabilitation -Orthopedic Offices -Parks & Recreation -High School Training
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
YMCA First Aid Assist Athletic Trainers Nursing Assistant Home Health Aid Medical Records Technician	Paramedic Registered Nurse Licensed Practical Nurse X-ray Technician Operating Room Technologist	Athletic Trainer Physician Physician's Assistant Registered Nurse Physical Therapist

School of Health & Human Services
Cluster of Study: Health Science

Major: Nutrition

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Intro to Family and Consumer Science Food and Nutrition 1 Chemistry (Chemistry 2 honors or higher suggested for 4-year track) Choice of One of the following: Anatomy & Physiology Sports Nutrition, Culinary Arts	Biology (Biology II honors or higher for 4-year track) Accounting 1 Psychology Sports Medicine Health Science *Fine Arts and ROTC Courses Complement all majors*	Job Shadowing Career Mentoring Internship Cooperative Education

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Cafeteria & Restaurant Management Cafeteria or Restaurant line workers or cooks Retail Worker in GNC or other nutritional supplement jobs Catering Personal Trainer	Dietary Technician Cafeteria & Restaurant Management Retail Management with Supervisory Responsibilities Certified Chef Personal Trainer	Dietitian Chef Upper Management Food Service Director Technical College or University Professor of Nutrition/Culinary Arts Personal Trainer Pharmaceutical Representative

School of Health & Human Services
Cluster of Study: Human Services

Major: Cosmetology

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Cosmetology 1 & 2 (4 credits) Cosmetology 3 & 4 (4 credits)	Chemistry Integrated Business Applications 1 Entrepreneurship Business & Personal Finance Speech Marketing, Merchandising Spanish *Fine Arts and ROTC courses Complement all Majors*	Salon Shadow Experience Cosmetology School Site Visit Shadowing

Professional Opportunities Upon Graduation
For additional college entrance requirements, refer to the college of your choice.

High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Salon Receptionist, Data Entry Sales Associate Cosmetic artist and/or manicure product sales, Sales consultant Cosmetologist (with additional hours)	Salon hair stylist Color specialist Salon manager Salon owner Image Consultant Massage Therapist	Educator Cosmetology teacher

School of Health & Human Services
Cluster of Study: Law, Public Safety, Corrections & Security

Major: Criminal Justice & Public Safety

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Business Law Law Related Education Criminal Justice Intro to Forensic Science Sociology	Speech Emergency Medical Services Journalism I Psychology 101 Spanish I Integrated Business Applications ROTC *Fine Arts and ROTC courses Complement all Majors*	Job Shadowing Law enforcement agencies – Ride Along program Solicitor's office Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Security Guard Police/Sheriff Patrol Officer Correctional Officer/Jailer Police/911 Dispatcher Fire Fighter	Security Guard Police/Sheriff Patrol Officer Crime Lab Technician Paralegal Law Clerk	Lawyer Parole Officer Judge, Magistrate Federal Marshall FBI Agent Secret Service Agent Criminologist Detective/Criminal Investigator

Major: Military Science

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Aerospace 1—A Journey into Aviation History Aerospace 2—The Science of Flight Aerospace 3—Global and Cultural Studies Aerospace 4—Management of the Cadet Corps	AS-1 Optional—Continuation of AS-1 AS-2 Optional—Continuation of AS-2 AS-3 Optional—Continuation of AS-3 (at SPHS) or AS-3 Optional—Computers for Management of the Cadet Corps (at NHS and RHHS) AS-4 Optional—Continuation of AS-4 *Fine Arts Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Law Enforcement Officer Military Recruit Military Recruiter Correctional Officer	Law Enforcement Officer Military Recruit Military Recruiter Correctional Officer	Military Officer FBI Agent Federal Marshall CIA Agent

School of Health & Human Services
Cluster of Study: Government & Public Administration

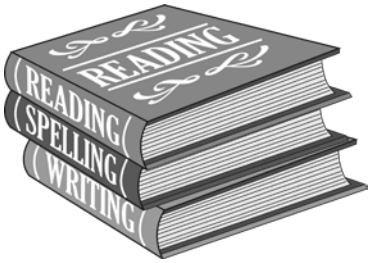
Major: Social Science

Required Courses for Major (Four credits required)	**Complementary Coursework**	**Extended Learning Options Related to Major**
Psychology (Psychology 101-Dual Credit USC-L) Sociology Business Law Choose two from the following: Cultural Anthropology 102 Historical Perspective on World Religions World Geography	Teacher Cadet Theory of Knowledge Information Technology in a Global Society World Language 1-3 Speech *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Clerical positions for public service or non-profit organizations Service industry position Teaching Assistant	Teaching Assistant	Educator Historian Public Clergy Administration/Government Service Museum Curator Social Worker

Major: Political Science

Required Courses for Major Choose four of the following:	**Complementary Coursework**	**Extended Learning Options Related to Major**
Government and Economics Historical Perspectives of World Religions AP European History IB Twentieth Century Topics	Statistics or Math Studies IB Speech Theory of Knowledge Information Technology in a Global Society Any World Language *Fine Arts and ROTC Courses Complement all Majors*	Job Shadowing Career Mentoring Internship Cooperative Education
Professional Opportunities Upon Graduation For additional college entrance requirements, refer to the college of your choice.		
High School Diploma	**2-Year Associates Degree**	**4-Year Degree and Higher**
Clerical positions in a public service environment or non-profit organizations Teaching Assistant	Teaching Assistant	Public Administration Educator Higher level government positions Interest Groups/Lobbyist Lawyer

ENGLISH LANGUAGE ARTS



All high school students are required to take one English course each year. *Four Carnegie units earned in English courses are required for high school graduation. Students must pass English courses in sequence.*

NINTH GRADE

• English Learning Lab *(Elective credit in English)*
English Learning Lab is designed to provide academic support for students who have not met the standards in language arts. Students are placed in this class based on their performance on the MAP assessment. Students work on assignments in class and in the computer lab which are designed to strengthen the basic skills they need to be successful in their other English classes.

• 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. **A state end of course test counts as 20% of the course grade.**

• English 1 with English 1 Essentials **302405CW**
• English Essentials course **309941CW**
Targets 9th 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 8th 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. **A state end of course test counts as 20% of the course grade.**

• English 2 Honors **302590HW**
PREREQUISITE: English 1 in 8th grade with minimum average of 85
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 Rock Hill High School.

TENTH GRADE

• 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.

• 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 10th 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

• English 3 Honors **302690HW**

PREREQUISITE: English 2 Honors with minimum average of 85

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.

ELEVENTH 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 4 -- Advanced Placement Language and Composition **307100AW**

PREQUISITE: English 3 Honors with minimum average of 85

College-level course that emphasizes the composition of argumentative, analysis, and synthesis essays, as well as the close reading of both non-fiction 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 students to take the AP Language and Composition Examination. **This course is taught on an A/B schedule during the junior year and is paired with the AP US History Course.**

• English 4 Honors **302790HW**

PREREQUISITE: English 3 Honors with minimum average of 85

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 – IB **301B00IW**

PREREQUISITE: English 3 ALSO RECOMMENDED: C average or English 3 Honors

Begins a two-year course that encourages a personal appreciation of literature and develops an understanding of the techniques involved in literacy 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.** The IB exam must be taken in the Senior year in order to receive IB credit.

TWELFTH GRADE

• English 4 **302700CW**

PREREQUISITE: English 3

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 5 -- Advanced Placement 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 analyses of the literary works studied. State regulations require students take the AP Literature and Composition Examination. **This course is taught on an A/B schedule during the senior year and is paired with the AP European History Course.**

• English 5 – IB **301C00IW**

PREREQUISITE: English 4 IB

Extends the skills developed in English 4-IB. 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.** The IB exam must be taken in order to receive IB credit.

• English Composition 101 **301500EW**

PREREQUISITES: English 4 and a 3.0 GPA. Students are responsible for paying the college tuition.

Dual credit course offering structured, sustained practice in closed reading, critical analysis and composing. Students will read a range of literary and non-literary texts and write expository and analytical essays.

• English Composition 102 **301600EW**

PREREQUISITE: English 101. Students are responsible for paying the college tuition.

Dual credit course offering structured, sustained practice in researching, analyzing and composing arguments. Students will read about a range of academic and public issues and write researched argumentative and persuasive essays.

• English 5 Advanced Composition **303000HW**

PREREQUISITE: English IV H with recommended grade of B

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.

ENGLISH/LANGUAGE ARTS ELECTIVES

• English As A Second Language **1st semester 379950CW**
2nd 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.

• Creative Writing 1 **303200CW**

HIGHLY RECOMMEDED: 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

• 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

• Journalism 1 **305000CW**

PREREQUISITE: B average in English 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 **1st semester 305100CW**
2nd semester 305101CW

PREREQUISITES: 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.**

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

PREREQUISITES: 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**

PREREQUISITES: 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.

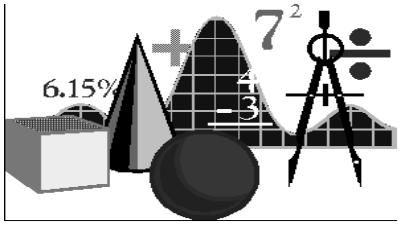
Teacher recommendation, interview, and presentation of sample(s) of work are required.

• Yearbook Production **1st semester 305400CW**
2nd semester 305401CW

PREREQUISITES: Application, interview and yearbook advisor approval.

Open to 10th-12th 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.

• Math Learning Lab (Mathematics Elective Credit)

Math Learning Lab is designed to provide academic support for students who have not met the standards in mathematics. Students are placed in this class based on their performance on the MAP assessment. Students work on assignments in class and in the computer lab which are designed to strengthen the skills they need to be successful in their other mathematics classes. (Not offered as an elective credit currently. This is a way for students to recoup math credits in the lab setting through G.P.)

• Foundations in Algebra **411600CW**

The first course in a two-course sequence designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra, probability, and statistics. This course builds on the conceptual knowledge and skills students mastered in earlier grades in areas such as algebraic thinking, probability, data analysis, and proportional reasoning. The Key Concepts in this course are quantities and expressions; function theory; linear equation, functions, and inequalities; rational functions; exponential functions; and probability. Because Foundations in Algebra is the first course in a two-course sequence, students who successfully complete Foundations in Algebra must subsequently enroll in Intermediate Algebra. Upon completion of the Foundations in Algebra/ Intermediate Algebra two-course sequence, students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of the second course, Intermediate Algebra.

• Intermediate Algebra

PREREQUISITE: Foundations in Algebra **411700CW**

The second course in a two-course sequence designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra, probability, and statistics. Students must successfully complete Foundations in Algebra before enrolling in the second course, Intermediate Algebra. This second course builds on the conceptual knowledge and skills students mastered in Foundations in Algebra and introduces some Algebra 2 concepts such as complex numbers and rational functions. The Key Concepts in this course are: number and quantity; function theory; polynomials; quadratic equations and functions; radical functions; and statistics. Upon completion of the Foundations in Algebra/ Intermediate Algebra two-course sequence, students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of the second course, Intermediate Algebra.

• Algebra 1 **411400CW**

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 ~~given~~ administered that will count 20% of the final grade.**

• Algebra 2 **411500CW**

PREREQUISITE: Algebra 1 or Intermediate Algebra

In Algebra 2, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students expand their abilities to model real-world situations, including solving quadratic equations involving complex numbers and solving exponential equations. It includes an extensive application of Algebra 1 skills and the following mathematical concepts: linear relations & functions, systems, functions, radicals, quadratics, polynomial/rational functions, conics, logs & exponents, and sequences & series.

• Algebra 2 – Honors **411590HW**

RECOMMENDED: Algebra 1 8th grade with a grade of ~~85~~ B or better

Honors Algebra 2 students study all the topics included in Algebra 2. They also study additional topics, like the Binomial Theorem. The course includes an intense study of the following mathematical concepts: linear relations and functions, systems, functions, radicals, quadratics, polynomial/rational functions, conics, logs and exponents, 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.

• Geometry **412200CW**

PREREQUISITE: Algebra 1 or Intermediate Algebra

Geometry students study congruence and similarity through analyses of transformations and formal constructions. They also study the properties of triangles and quadrilaterals, the Pythagorean Theorem, special right triangles, and right triangle trigonometry. Additional topics include circles, coordinate geometry, and area and volume of 2- and 3-dimensional shapes. Students develop formal proofs using a variety of formats. The course includes the basic elements of geometry: terminology, reasoning, proofs, angles, perpendicular and parallel lines, congruent triangles, triangle inequalities, polygons, similarity, right triangles, trigonometry, circles and spheres, area and volume, the coordinate plane, transformations, and tessellations.

• Geometry – Honors **412290HW**

PREREQUISITE: Algebra 2 Honors

Honors Geometry students study all the topics included in Geometry. Honors students will study additional topics including triangle centers, Law of Sines, and Law of Cosines.

• Algebra 3 **411300CW**

PREREQUISITES: Algebra 2 and Geometry

Algebra 3 emphasizes the development and application of functions and advanced mathematical problem solving skills in the areas of polynomial, rational, exponential, logarithmic, and trigonometric functions. It is a bridge between Algebra 2 and Pre-Calculus, including some of the culminating topics of Algebra 2 and some of the introductory topics of Pre-Calculus. Instruction is based on active modeling, technology labs, group activities, and mathematical communication. The course is designed for students who feel they need a stronger background before attempting Pre-Calculus.

• Pre-Calculus **413100CW**

PREREQUISITES: 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**

PREREQUISITES: 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 SL Seminar ***1st*** **course 311I00HW**

PREREQUISITES: Algebra 2 Honors and Geometry Honors ***2nd*** **course 311F00IW**

A 180-day two-course series that prepares the student for post-high school science and mathematics courses. This course includes linear, quadratic, and polynomial functions; inequalities; 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, and volumes of solids. The IB exam must be taken to receive IB credit and 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.

• IB Mathematical Studies SL Seminar ***1st*** **course 311G00HW**

PREREQUISITES: Algebra 2 Honors and Geometry Honors ***2nd*** **course 311B00IW**

A 180-day 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; sets and logic: 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. The IB exam must be taken to receive IB credit and a major project is required as a part of the final grade. Additional topics determined by the instructor may also be included for success in future math courses.

• Math for the Technologies 4-Statistics 314400CW

PREREQUISITE: Algebra for the Technologies 2 or 3

Math for the Technologies 4 emphasizes the importance of organizing and displaying data so that it reveals patterns and trends. The course includes the following statistical topics: mean, median, stem-and-leaf plots, box plots, and dot plots. Additionally, students learn to prepare, conduct, and display data from sample surveys; graph and analyze scatter plots; examine the relationship between statistics and probability; and graph areas under the standard normal curve. The course also includes the practical application of probability through the use of real data, active experiments, and student participation.

• Discrete Mathematics 414200CW

PREREQUISITE: Algebra 2

Discrete Mathematics stresses the connections between contemporary mathematics and their applications to our daily lives. Topics addressed in this course are applicable to real world situations and include management sciences, statistics, voting and social choice, fairness and game theory, size and growth, and money and resources. Environmental and economic decisions dominate modern life, and behind these decisions are fundamental principles of science, technology and mathematics.

• Calculus Honors 1st semester 413500HW

PREREQUISITE: Pre-Calculus Honors, Pre-Calculus, Math SL or Math Studies SL

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.

• Calculus Advanced Placement AB *2nd semester* 417000AW

PREREQUISITES: 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 all AP students to take the AP Exam. **Students will prepare to take the Calculus AB and/or BC exam upon completion of this course.**

• Calculus Advanced Placement BC 417200AW

PREREQUISITES: 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.

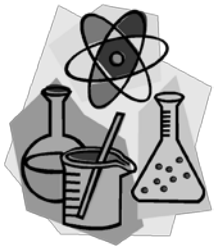
• Probability and Statistics 414100CW

PREREQUISITE: Algebra 2

Probability and Statistics is designed to prepare students for success in post-secondary statistics courses. In Probability and Statistics, 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.

• Statistics Advanced Placement 417100AW
PREREQUISITE: Algebra 2
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 students to take the AP exam.



SCIENCE

Three units of science are required for high school graduation. Four units are highly recommended.

• Biology 1 – CP 322100CW
This introductory laboratory-based course is designed to familiarize the student with the major concepts of biology including cell theory, heredity, ecology, and biological evolution. Students develop critical thinking skills and science process skills through inquiry-based learning experiences in preparation for advanced science courses. **This course has a state End of Course exam that will count for 20% of the final course grade.**

•Biology 1 – Honors 322190HW
PREREQUISITES: Minimum grade of 85 in both Science 8 Advanced and Algebra 1 in Grade 8; must also take Honors Algebra 2
An introductory laboratory-based course designed to provide students a detailed study of the major concepts of biology including cell theory, heredity, ecology, and biological evolution. These concepts will be addressed in greater depth than in Biology 1-CP. Students develop critical thinking skills and science process skills through inquiry-based learning experiences in preparation for advanced science courses such as Advanced Placement, International Baccalaureate, and Dual-Credit courses. **This course has a state End of Course exam that will count for 20% of the final course grade.**

• Physical Science – CP 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.

• Biology 2 – CP **322201CW**

PREREQUISITES: Biology 1. Recommended: Physical Science and/or Chemistry 1

This ~~A~~ 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. This course is heavily project-based and designed to lead students through a greater depth of biological study.

• Biology 2 – Honors **322200HW**

PREREQUISITES: 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. Other topics may be covered at instructor's discretion.

• Biology IB (2 courses over 2 years) **Jr. yr. 322B00IW**
Sr. yr. 322C00IW

PREREQUISITES: Biology 1 and Chemistry with at least a B average.

This rigorous college-level course is designed for students with superior academic ability, active interest in the life sciences, and a desire for challenge. A laboratory science that is a 2-credit course taken in the junior and senior year, IB Biology includes the topics covered in the first two semesters of biology at most colleges and universities. 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. There is also a strong emphasis on mathematics, including statistics and statistical analysis. The course has a significant laboratory component focused on cross-curricular science investigations. Students will develop the ability to design and implement scientific investigations. Students will also be expected to perform an individual investigation in the senior year and participate in a Group 4 Project with IB Chemistry students, also in the senior year.

• Chemistry 1 – CP **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 with at least a C average or teacher recommendation.

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**

PREREQUISITES: Biology 1 and Chemistry 1 with at least a C average.

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.

• Chemistry - IB (2 courses over 2 yrs.) **Jr. yr. 323B00IW**
Sr. yr. 323C00IW

PREREQUISITES: Chemistry 1, Algebra 2 and Geometry with at least a B average.

A laboratory science that 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 one topic 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. The IB exam must be taken to receive IB credit.

• Chemistry – AP (2 courses in 1 year) **1st semester 327390HW**
2nd semester 327300AW

PREREQUISITES: Chemistry 2 Honors, Algebra 2 and Geometry with at least a B average.
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. **State regulations require all AP students to take the AP Exam. (Students receive 2 credits: Chemistry 2 Honors and AP Chemistry)**

• Physics – CP **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. Recommended: Pre-Calculus
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.

• Anatomy and Physiology - CP **326300CW**
PREREQUISITES: 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.

• Earth Science **326500CW**
PREREQUISITES: Biology & Physical Science
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. **This course does counts as a lab science.**

• Natural 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. **This course does not count as a lab science course.**

• Environmental Science **326100CW**

PREREQUISITES: Two science credits

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. **This course does not count as a lab science.**

• Environmental Science–Advanced Placement **327700AW**

PREREQUISITES: Biology 1 CP or H and Chemistry 1 CP or H

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the inner-relationships 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. **This course counts as a lab science. Guidance counselors may recommend some students take Environmental Science paired with Biology 1 in the same year.**

• AP Environmental Science **327700AW**

PREREQUISITES: Biology, Chemistry and Algebra 2

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand inter-relationships of the natural world. This AP course is rigorous and designed to prepare students for the AP exam.

• Marine Science **322500CW**

PREREQUISITES: Biology 1 CP or H, Chemistry 1 and Teacher Recommendation

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. **This course counts as a lab science course.**

• Introduction to Forensic Science **329951CW**

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. This course is a local elective only and does not meet science graduation requirements. **This course does not count as a lab science.**

ENGINEERING / PROJECT LEAD THE WAY

• Introduction to Engineering Design (IED) 605100CW

PREREQUISITE: Algebra I CP should be completed before or while students are taking the IED course
This course meets the computer literacy unit requirement for graduation.

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, Inventor. Models of product solutions are created, analyzed and communicated using Inventor, which is a solid modeling computer design software. This course meets computer literacy graduation requirements. Students may earn dual credit for this course 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.

• Principles of Engineering (POE) 605000CW

PREREQUISITE: Completed 9th 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 the Introduction to Engineering Design (IED) 605100CW 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. Students may earn dual credit for this course 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.

• Digital Electronics (DE) 605200HW

PREREQUISITE: Completed 10th grade and requisite math courses.
This course meets the computer literacy unit requirement for graduation.

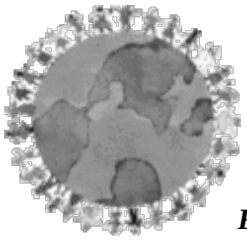
A course in applied logic that encompasses the application of electronic circuits and devices. Students will study the application of electronic logic circuits (which are found in watches, calculators, video games, and thousands of other devices), and apply Boolean logic to the solution of problems. 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. Students may earn dual credit for this course 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.

• Civil Engineering & Architecture (CEA) **605800HW**

PREREQUISITE: Completed 10th grade and requisite math courses.

This course meets the computer literacy unit requirement for graduation.

Provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Student 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. 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.



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 in the diploma program. Four units are highly recommended.

• World Geography **331000CW**

Focuses on the physical and cultural characteristics of Earth, including the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. Emphasis will be critical thinking related to the five themes of geography: location, place, regions, movement, and human-environment interaction.

• Human Geography Honors **331090HW**

PREREQUISITE: Eng. 1 in 8th grade with a minimum of 85

Explores the 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.

• Human Geography Advanced Placement **337900AW**

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.

• AP US Government & Politics **337300AW**

PREREQUISITE: Honors S.S. Course - Global Human Geography or AP Human Geography AND teacher recommendation.

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. Participating colleges may grant credit and appropriate placement to students who successfully complete

• American Government and Economics-Honors **333090HW**

PREREQUISITE: Human Geography with a minimum of 85

Examines the foundation of the United States governmental system as well as other types of governments that exist in our world today. This course includes an extensive look at the three branches of government, our two-party system, the electoral process, foreign policy, and federalism. Civil liberties and the role/responsibilities of American citizens within a democratic society are also addressed. The economics portion of the course examines the free enterprise system while incorporating the appropriate terminology and theories of the most prominent economists. In addition, the course focuses on the United States' role in a global economy, supply and demand, the Federal Reserve, investing, and taxation.

•AP Macroeconomic **337400AW**

PREREQUISITE: Honors S.S. Course - Global Human Geography or AP Human Geography AND teacher recommendation.

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.

• Survey of Early American History *1st semester* **339915CW**

Examines the development of the U.S. Constitution and the history of America beginning with the discovery/exploration period and continuing through the Gilded Age. The course will focus on the creation of the original 13 colonies, the American Revolution, the development of the new American nation, the Civil War, Reconstruction, and the Gilded Age. This course should be taken in 11th grade along with American History and Constitution.

• American History and the Constitution *2nd semester* **332000CW**

Examines the Progressive Era, the Rise of Imperialism, the Great Depression, World Wars I and II, the Korean and Vietnam conflicts, Cold War and Post-Cold War developments in American History. This course should be taken in the 11th grade along with Survey of Early American History. **This course has a state-required End of Course test that will count for 20% of the final course average.**

• IB US History HL **336D00IW**

Students must also take IB History of the Americas and the IB exam to receive IB credit.

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 English 4 IB in the junior year. This course has a state-required End of Course exam that will count for 20% of the final course average. The IB exam must be taken in the Senior year in order to receive IB credit.**

• Advanced Placement U.S. History **337200AW**

PREREQUISITES: English 3 Honors

Examines the development of the U.S. Constitution and the history of America, including the discovery/exploration period through the post-Cold War era. It focus on the critical analysis 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. **This course is taught on an A/B day and is paired with English 4 AP Language and Composition in the junior year. *A state-required End of Course exam will count for 20% of the final course average.**

• Theory of Knowledge **Jr. yr. 373A00HH**
Sr. yr. 373B00HH

This course is required for IB Diploma candidates and is offered only to IB Diploma students.
TOK is an interdisciplinary course designed to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. Students must write an essay and make a presentation for the IB assessment in TOK. Students earn one half credit in the junior year and one half credit in the senior year.

• American Government and Economics **333000CW**
Examines the foundation of the United States governmental system. This course includes a detailed study of the structure and function of the three branches of government, the two-party system, the suffrage movement, nominations, elections, public opinion, pressure groups, and state and local government. This course examines the free enterprise system and the language of economics and includes profiles on the lines and theories of major economists. This course includes a study of markets, supply and demand, types of businesses, labor and production, the banking system, business cycles, and world trade.

• 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.**

• IB History of the Americas HL **336C00IW**
PREREQUISITE: IB US History 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. The student must take the IB History exams to receive IB credit.**

• World History Topics-IB HL **Course Number TBA**
PREREQUISITE: History of the Americas IB The student must take the IB History exam to receive IB credit. World History Topics is taught in conjunction with History of the Americas; the instructor selects two topics to examine in depth. **This course is taught on an A/B day and is paired with English 5 IB in the senior year.**

• IB Psychology Seminar SL ***1st semester*** **334D00HW**
The IB exam must be taken to receive IB credit. ***2nd semester*** **334A00IW**
A two-unit yearlong course, which 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. **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.** The IB exam must be taken in the Senior year in order to receive IB credit.

• AP Psychology **437100AW**
PREREQUISITE: English or SS 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.

• Psychology **334000CW**

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

• Psychology 101 **334200EW**

PREREQUISITE: Overall 3.0 GPA required. Students must pay the college tuition.

Dual credit three-hour course that introduces and surveys the basic findings in the field of psychology. This course provides a general introduction to the scientific study of human behavior and mental processes. It explores such topics as the following: methods of research, physiological development of the individual, learning and memory, motivation, emotions, cognitive processes, sensation and perception, personality, behavioral and mental disorders, and individual differences. Experimental research and practical applications are stressed.

• 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.

• Teacher Cadet 101 **373500EW**

PREREQUISITES: 3.0 GPA or higher, completed application, satisfactory writing sample, and satisfactory teacher recommendation. Students must pay the $45.00 Winthrop tuition.

Encourages students who possess a high level of academic achievement and traits found in good teachers to consider teaching as a career. Students gain exposure to many facets of education through classroom discussions, observation and participation in classrooms, and interaction with successful administrators and teachers. Students must complete an application to enroll in this honors level course. Successful completion of this college level course grants three hours of college credit.

• Criminal Justice 101 **652000EW**

PREREQUISITE: 3.0 GPA required. Students must pay $198.00 USC-L tuition.

Dual credit three-hour course that provides an overview of the American Criminal Justice Network. The course starts with the causes of crime along with research and statistics as they are used within the discipline. Law enforcement, courts, and corrections are explored as components within the system. Special topics, including juvenile justice, use of force within the various components and handling of special populations by the system are explored during the course.

• 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.

• 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' lives and the lives of those around them.

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

PREREQUISITE: Government and Economics Honors

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.

PHYSICAL EDUCATION

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. P. E. 1 or ROTC are the only P. E. courses that meet graduation requirements. Other P. E. courses can be taken as electives.

• Physical Education 1 (Physical Education 1 is a prerequisite for all other P. E. courses)

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**

Available at RHHS and SPHS

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: P. E. 1 or ROTC

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**

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: P.E. 1 or ROTC

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 I and Teacher Approval

An 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 2 **344311CW**

PREREQUISITE: Total Body 1 and Teacher Approval

Continues 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.

• Total Body Conditioning 3 **344312CW**

PREREQUISITE: Total Body 2 and Teacher Approval

This course continues the foundations established in the previous prerequisite courses. It has increased expectations of strength gain, speed development, cardio, and increased agility. 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.

• Total Body Conditioning 4 **344313CW**

PREREQUISITE: Total Body 3 and Teacher Approval

This course continues the foundations established in the previous prerequisite courses. Instruction is sport specific and has increased expectations of strength gain, speed development, cardio, and increased agility. 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

• 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.

• 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.

HEALTH EDUCATION

• Personal Health and Wellness **340200CW**

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**. Healthy Lifestyles is a ½-unit course and is taught with Success By Design.

WORLD LANGUAGES

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 have completed 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.

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 1- Accelerated **361190CW**

This course moves at a more accelerated rate than the French 1 course and is designed for 9th grade students who intend to pursue an IB Diploma or IB Certificate in World Language OR who have previous experience studying the language but did not meet the criteria for French 2 or French 2 Accelerated. It emphasizes study of 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 and are expected to use the studied language for at least 80% of the class period

• 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 2—Accelerated **361290CW**

PREREQUISITE: French 1 Accelerated or middle school French with a B average for the course or the End of Course exam

This course moves at a more accelerated rate than the French 2 course and is designed for 9th or 10th grade students who intend to pursue an IB diploma or IB certificate in World Language. It emphasizes continued 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, with additional emphasis on proficiency in communication about a variety of topics.

• French 3 **361300HW**

PREREQUISITE: French 2 with a minimum grade of a 75 or French 2 Accelerated

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 80% of the class period.

• French 4 Honors **361490HW**

PREREQUISITE: French 3

This course is designed for students who wish to 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. Some study of literature may be included. Students will develop skills for explaining and analyzing, and are expected to use the studied language for more than 80% of the class period. This course meets every day for one semester.

.

• IB French B SL Seminar **361J00HW**

PREREQUISITE: French 2 Accelerated or French 3

This is the first of 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 12th grade. This course is taught on a yearlong A/B schedule, paired with one other IB course. In this course students will begin to explore topics related to social relationships, communication and the media, global issues and two of five optional topics specified by IB curriculum. 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% of the class period. The IB exam must be taken in the Senior year in order to receive IB credit.

• French IB SL **361G00IW**

PREREQUISITE: IB French B SL Seminar

This is the second of two courses in the IB diploma program. It is open to seniors who plan to take IB exams at the end of 12th grade and is taught on a yearlong A/B schedule, paired with another IB course. Students will continue their exploration of topics related to social relationships, communication and the media, global issues and two of five optional topics specified by IB curriculum. 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 expand skills for explaining and analyzing, and are expected to use the studied language for more than 80% of the class period. The IB exam must be taken to receive IB credit.

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 1 Accelerated **365190CW**

This course moves at a more accelerated rate than the Spanish 1 course and is designed for 9th grade students who intend to pursue an IB Diploma or IB Certificate in World Language OR who have previous experience studying the language, but did not meet the criteria for Spanish 2 or Spanish 2 Accelerated. It emphasizes study of 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 and are expected to use the studied language for at least 80% of the class period.

• 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 2 Accelerated **365290CW**

PREREQUISITE: Spanish 1 Accelerated or middle school Spanish with a B average for the course or the End of Course exam

This course moves at a more accelerated rate than the Spanish 2 course and is designed for 9th or 10th grade students who intend to pursue an IB diploma or IB certificate in World Language. It emphasizes continued 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, with additional emphasis on proficiency in communication about a variety of topics.

• Spanish 3 **65300HW**

PREREQUISITE: Spanish 2 with a minimum grade of a 75 or Spanish 2 Accelerated

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 80% of the class period.

• Spanish 4 Honors **365490HW**

PREREQUISITE: Spanish 3

This course is designed for students who wish to 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 expressions, and interpersonal activities for interaction with others. Some study of literature may be included. Students will develop skills for explaining and analyzing, and are expected to use the studied language for more than 80% of the class period. This course meets every day for one semester.

• IB Spanish B SL Seminar **365J00HW**

PREREQUISITE: Spanish 2 Accelerated or Spanish 3

This is the first of 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 12th grade. This course is taught on a yearlong A/B schedule, paired with one other IB course. In this course students will begin to explore topics related to social relationships, communication and the media, global issues and two of five optional topics specified by IB curriculum. 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% of the class period. The IB exam must be taken in the Senior year in order to receive IB credit.

• Spanish IB SL **365G05IW**

PREREQUISITE: IB Spanish B SL Seminar

This is the second of two courses in the IB diploma program. It is open to seniors who plan to take IB exams at the end of 12th grade and is taught on a yearlong A/B schedule, paired with another IB course. Students will continue their exploration of topics related to social relationships,

communication and the media, global issues and two of five optional topics specified by IB curriculum. 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 expand skills for explaining and analyzing, and are expected to use the studied language for more than 80% of the class period. The IB exam must be taken to receive IB credit.

• Advanced Placement Spanish (Not offered at all schools) 367500AW
PREREQUISITE: Spanish 3 or teacher approval
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. Students must take the AP exam to earn AP credit.

• IB Spanish Ab Initio SL Seminar (not offered at all schools) 1st year 365F90HW
2nd year 365F00IW
Geared towards juniors and seniors who are interested in pursuing the IB diploma but have never formally studied Spanish. The curriculum is advanced and moves quickly to immerse the student in the four skills of listening, reading, writing, and speaking. Students will exit the course with the equivalent knowledge of regular levels 1-3 of Spanish. See school IB coordinator for details. The IB exam must be taken in the Senior year in order to receive IB credit.

CHINESE

Note: Chinese classes will be offered ONLY if a certified teacher is available. Students should select an alternative course in case the class does not make.

• 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 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 80% 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.

BUSINESS & COMPUTER EDUCATION

Get a head start in the business world with Business and Computer Education in high school. This cluster is designed to prepare students for college courses in business and computer systems as well as entry-level employment in the areas related to planning, managing, and providing administrative support, information processing, accounting, and related management services. Students enrolled in Business courses are encouraged to join Business Professionals of America (BPA).

• 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.

• Business Entrepreneurship **540000CW**

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.

• Integrated Business Applications 1 **502000CW**

This course meets the computer literacy unit requirement for graduation.

Provides students with the proper procedures to create documents, worksheets, databases, and presentation suitable for coursework, professional purposes, and personal use. This course is designed to prepare students for **Microsoft Office Specialist** (MOS) Certification which is a globally recognized standard for demonstrating desktop skills with the Microsoft Office suite of business productivity applications.

• Integrated Business Applications 2 **502100CW**

This course meets the computer literacy unit requirement for graduation.

PREREQUISITE: Integrated Business Application 1

Exposes students to advanced computer concepts as related to processing data into useful information needed in business situations. The students will learn advanced database, spreadsheet, word processing, and presentation software capabilities. This course prepares students for Microsoft Office Specialist (MOS) certification, a globally recognized standard for demonstrating desktop skills with the Microsoft Office suite of business productivity applications.

• Fundamentals of Web Page Design & Development **503100CW**
This course meets the computer literacy unit 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.

• Advanced Web Page Design & Development 2 **503300CW**
This course meets the computer literacy graduation requirement.
PREREQUISITE: Webpage Design 1
Provides advanced training in designing, maintaining, and upgrading webpages for personal and/or professional purposes. Major concepts include HTML, cascading style sheets, and JavaScript.

• Digital Desktop Publishing **517600CW**
This course meets the computer literacy graduation requirement.
PREREQUISITE: Integrated Business Applications 1
Students will learn the process and art of combining text and graphics to communicate effective messages by using desktop publishing software. Students design, format, illustrate, edit, revise, and print publications such as newsletters, flyers, brochures, reports, and other advertised materials. Students will gain the skills to effectively use color, type fonts, graphics, focus, balance, proportion, contrast, directional flow, white space, and consistency.

• Computer Programming 1 **505000CW**
This course meets the computer literacy unit 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.

• Computer Programming 2 **505100CW**
This course meets the computer literacy unit 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.

• Computer Science - Advanced Placement **477100AW**
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. The AP exam must be taken to receive AP credit.

• IB Information Technology for a Global Society SL Seminar **1st Semester 338Q00HW**
(Yearlong course) **2nd Semester 338P00IW**
The IB exam and completion of a project are required to receive IB credit. This course meets the computer literacy unit requirement for graduation.
Prepares students to explore the advantages and disadvantages of the use of digitized information and digital technologies at the local and global level. The course provides a framework for the student to make informed judgments and decisions about the use of information technology within social contexts, promoting an understanding of the social significance of information technology to individuals, communities, and

organizations. Students will also analyze and evaluate the ethical considerations arising from widespread use of information technology, and recognize that people can hold diverse opinions about the impact of information technology on individuals and societies. For the project, students will be expected to create a comprehensive information technology solution to a complex problem, using skills learned from the class.

• Digital Multimedia **503020CW**

This course meets the computer literacy graduation requirement.

Provides the student with the knowledge and skills needed for entry-level positions in multimedia and web publishing. Multimedia combines, graphics, audio, and video within an interactive environment.

• Virtual Enterprise 1 and 2 **51500CW and 515100CW**

PREREQUISITE: Two of the following: Integrated Business Applications 1, Webpage Design, Digital Multi-media, Business Entrepreneur, Accounting 1, OR *Business Teacher Signature

Provides students with hands-on experience running a virtual business. Students will participate in all phasing of establishing and operating a business on the Internet. It is recommended that students take Business Entrepreneurship, Accounting and/or Web Design and Development prior to taking this course to prepare them for leadership roles and responsibilities. A maximum of four credits may be earned.

• 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.

FINE ARTS

Evidence of Arts Education's Importance

(Excerpt from *Regarding the Status of Arts Teachers and Disciplines in Schools* by Dr. Sue Snyder)

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 high 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.

ART

• Art 1 **350100CW**

What qualifies as art? How do we create art? Where do we get ideas? Foundation level course that will build upon prior artistic experiences. The student will explore a variety of materials and processes. Processes will include drawing, painting, collage, 2D and 3D design, and more. Studio production of artwork will be accompanied by writings and discussions related to processes, criticism, aesthetics and art history.

• Drawing and Painting 1 (Art 2) **352100CW**
PREREQUSITE: Art 1
Drawing and Painting 1 will allow students to grow in their artistic abilities as they address various topics in the drawing and painting disciplines. Students will master a number of traditional and unique drawing methods, media, and styles as they address a variety of subject matter including portrait, still life, landscape, figure studies, and perspective. Students will also experience a variety of artistic approaches to painting and drawing.

• Ceramics and Sculpture 1 (Art 2) **350500CW**
PREREQUSITE: Art 1
Students in this course will learn ceramics and sculptural processes such as hand building with clay in the form of coil, slab, drape, and modeling, subtractive and additive sculpture methods in a variety of media including wax, wood, plaster, stone, etc., assemblage with found objects, enclosed space, and more.

• Drawing and Painting 2 (Art 3) **352200CW**
PREREQUISITS: Painting and Drawing 1and teacher approval
How will I utilize the elements and principles? The Drawing and Painting 2 course will further advance students in the drawing and painting processes, subject matter, styles, techniques, and media. Students in this course will be exposed to more technically advanced and diverse drawing and painting processes. Students will experience a range of media and processes that are more advanced including scratchboard, charcoal, conte, pastel, ink, acrylic, oil sticks, watercolor, and tempera.

• Ceramics and Sculpture 2 (Art 3) **350600CW**
This course would allow students to continue more advanced ceramics and sculptural processes including but not limited to wheel throwing, metal and jewelry working, stone or wood carving. See attached syllabus. By establishing a strong beginning in ceramics and sculpture in the sophomore year, juniors in this class would be able to reach a higher level of skill and mastery better preparing them to participate in The Advanced Placement 3-D Design Studio course which would allow students to achieve college credit while in high school.

• Art 4 Honors **350401HW**
What choices will I make?
PREREQUISITES: Art 3 Drawing and Painting 2 or Ceramics and Sculpture 2 and teacher approval
An advanced art course with projects based on personal exploration and interests. For the self-motivated student who is developing an artistic style. Students will use their own strengths and interests to complete teacher assigned projects by making choices in subject matter and media (with teacher direction and approval) in order to produce a large body of work.

• AP Art Independent Study **357200AW**
How do I create a focus for my work?
PREREQUISITES: Art 4 & Portfolio Review (Must take Art 4 the semester prior)
This is a college course with rigorous requirements and a summer assignment. This course is reserved for independent and self-directed students with a strong dedication to art. Students are responsible for 24 pieces of quality work and are eligible for 3 hours of college credit upon completion of portfolio review.

• IB Visual Arts SL Seminar (2 semesters) **351E00HW & 351B00IW**
PREREQUISITES: 2 Art courses. Open to IB and non-IB students
Emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. Students will develop their artistic skills and record their growth as an artist in a Research Workbook.

THEATRE ART

• Introduction to Theatre **459901CW**

Serves as an introduction to the fundamentals of theatre. Students will broaden their appreciation and understanding of Theatre as a form of art, expression, discipline, history and literature. 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. This course is designed for first time theater students.

• Theatre Crafts **452100CW**

PREREQUISITE: Introduction to Theatre

Covers the basic technical aspects of the theater: scenery, lighting, sound, costumes, makeup, properties, posters, publicity, and stage management. This course also helps the student develop an appreciation of the technical theater through the study of theater history and the reading of plays and viewing of films for analysis of their technical applications. The course offers students practical experience in stagecraft and scenic design through their work on in-class and extra-curricular productions.

• Playwriting and Performance **452200CW**

PREREQUISITE: Introduction to Theatre

Serves as an intermediate class in theatre and its components-literature, production, and performance. Under teacher guidance, each student writes a one-act play suitable for presentation before an audience. As intermediate actors, students study techniques of stage performance for the modern actor including scene study

monologue presentations, acting terminology, voice and body movement. This course is designed for students with prior middle school or high school theater experience.

• Advanced Acting Methods **452300CW**

PREREQUISITES: Playwriting and Performance *Requires teacher approval*

Includes advanced work in production, performance and aesthetics through the study of acting styles of great performers past and present; the analysis of outstanding classic and modern plays; the study of directing techniques used by renowned theater practitioners; and scene study and production with emphasis on directing. The course provides each student the opportunity to develop his/her potential in theater and to gain a basic knowledge of what is required to prepare for a career in theater today.

• Musical Theater **452400CW**

PREREQUISITE: Introduction to Theater

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 is available to all students.

• IB Theater SL Seminar **Jr. yr. 452D00HW**
(Offered only at SPHS) **Sr. yr. 452A00IW**

Enables students to develop performance skills, study selected texts from an international perspective, exercise practical analysis of a play from a director's point of view, and participate in theatrical production. Students will maintain a reflective journal which will be included in their final portfolio. Participation in this course will enable students to develop communication skills, the ability to collaborate with others, analysis and reflection of written works from a global perspective, imaginative research, and self-analysis The IB exam must be taken in the Senior year in order to receive IB credit.

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 **353000CW**
Requires 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.

•Instrumental Ensemble **353100CW**
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.

• Concert Band **353200CW**
Requires advanced technical skills in music. This course emphasizes a variety of musical styles and technical facility consistent with grades 3 and 4 band literature and is designed to prepare students to participate in the Symphonic Band. By enrolling, the student agrees to attend all rehearsals and activities as required by the band director

• Symphonic Ensemble **353300CW**
PREREQUISITE: Audition
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.

• Symphonic Honors Band **353400HW**
PREREQUISITE: Band in grades 9 & 10 & Audition
Offers honors credit in 11th and 12th grade for students who complete all requirements of the symphonic honors band curriculum. The course provides opportunities for advancement and refinement of musical skills, higher level musical pieces, and the application of aesthetic judgment. Emphasis will be place 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.

CHORUS

• Choral Ensemble (RHHS) **354100CW**
• Singers (NHS / SPHS)
PREREQUISITE: Audition
This class is primarily for 9th 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.

• Chamber Singers (NHS/RHHS) **354204CW**
• Stallion Vocal Ensemble (SPHS) **354200CW**
PREREQUISITE: Audition or Teacher Approval
RECOMMENDED: Completion of Choral Ensemble This class is primarily for 10-12th graders. In this class, students will develop vocal techniques and sight-singing skills in addition to a strong base of music theory. This intermediate choir will prepare students for Concert Choir/Troubadours, emphasizing a variety of musical styles and technical skills consistent with an intermediate level of choral literature. This choir features a minimum of one performance per semester. There is an emphasis on a variety of musical styles and technical skills consistent with intermediate high school choral repertoire. 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.

• Concert Choir (RHHS /SPHS) **354304CW**
• Troubadours (NHS) **354300CW**
PREREQUISITE: Audition
RECOMMENDED: Completion of Choral Ensemble 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.

• Concert Choir Honors (RHHS/SPHS) **354404HW**
• Troubadours Honors (NHS) **354400HW**
PREREQUISITE: Teacher Approval
Taking Choral Ensemble/Singers in preparation for the Concert Choir/Troubadours is highly recommended. Honors Chorus members may receive honors credit in the 11th and 12th 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 judgment. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, and the study of more advanced literature for chorus, 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.

• IB Music SL Seminar **356D00HW**
(Offered only at NHS and RHHS)
Students enrolled in IB music must also be enrolled in band, chorus, or orchestra for the entire school year. This rigorous semester course includes the study of music in western society, international music, basic music literacy, and music theory. Through this exploration of music, students will be able to listen to a piece of music and identify its genre and style. Students will write a paper comparing and contrasting two musical styles from historical perspective. **A basic knowledge of music theory and strong writing skills are <u>strongly recommended.</u> The IB exam must be taken to receive IB credit.**

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

• Concert Orchestra **1st semester 355010CW**
Director approval required **2nd semester 355011CW**
Requires advanced technical skills in music. This course emphasizes ensemble playing experience while continuing to develop bowing, rhythm, and position work. The course also emphasizes basic music theory, a variety of musical styles, and technical facility. The core musical study is grade 3 with some grade 4 string orchestra literature. Opportunities for solo work and small ensemble experience are available.

• Strings Chamber Orchestra **1st semester 355012CW**
Director approval required **2nd semester 355013CW**
Requires advanced technical skills in music. The course emphasizes ensemble playing experience while developing increasingly challenging bowing, rhythm and position work. Study is continued in basic music theory, musical styles, string orchestra literature, and challenging technical facility. The core musical study is grade 4 and grade 5 orchestra literature. Opportunities for solo work and small ensemble experience are available. This ensemble is the top orchestra ensemble and performs at the state concert festival and for any other community or school event as required by the director.

• Strings Orchestra Honors **355300HW**
Director approval required
Honors Orchestra is scheduled for second semester to extend the Strings Chamber Orchestra experience. Members may receive honors credit in the 11th and 12th grade for completing all requirements of the honors string orchestra curriculum. This course will provide opportunities for advancement and refinement of musical potential, higher level reasoning skills and aesthetic judgment. Emphasis will be 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, and creative development.

• Guitar **355050CW**
Helps students develop skills in playing guitar. Students will learn technique, music theory and history, and care of the guitar. Students will apply their learning through performance

DANCE

• Dance 1 **450100CW**
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.
Please note: Due to staffing and facilities, this course is only offered at Northwestern High School.

AEROSPACE EDUCATION

The **mission** of the 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, smoke stacks and bowl cuts are not permitted while in uniform. Hair color must be natural for the ethnicity of the cadet involved. Males may have moustaches, but they must be neatly trimmed. Male earrings must be removed when in 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 must be natural for the ethnicity of the cadet involved. Nail polish must be wither 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

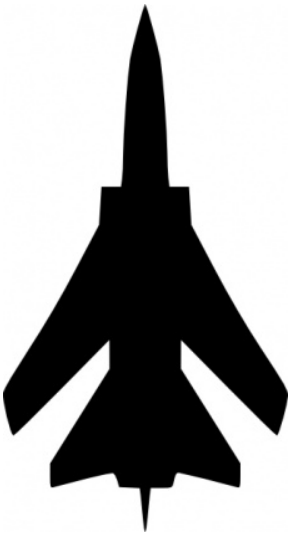
AS 300: Exploring Space: The High Frontier. This is a course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, 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. 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 & Career Opportunities. This course provides an essential component o 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.

FAMILY AND CONSUMER SCIENCES

• Fashion, Fabrics, & Design **580400CW**

Students must furnish their own materials for projects. (Only offered at NHS and SPHS)

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.

• Financial Fitness 1 **581200CW**

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 decision. Learning experiences provide real life application concepts such as budgeting money, using credit, and avoiding scams, rip offs and identity theft.

• Financial Fitness 2 **581300CW**

Take this course to help to put you in control of your future. Financial Fitness 2 is an in depth study of financial management skills. Building on skill mastered in Financial Fitness 1, students will further research and analyze savings and investment options, consumer legislation, local, state, and federal consumer protection agencies, and financial services career paths. Learning experiences incorporate strategies to improve higher order thinking skills, incorporate the use of technology, solve real world problems, and develop characteristics of a responsible consumer. Students will have opportunities to interact with professionals from business and industry.

• Foods & 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. It is recommended that students take this course if they are interested in taking Culinary Arts at ATC.

• Housing and Interiors **583000CW**

Helps students understand housing needs and acquire knowledge and skills which will enable them to make housing decisions in the future. Students study housing styles, home furnishings and equipment, and the principles of interior design. This course also allows students the opportunity to acquire knowledge and develop skills necessary to complete a variety of housing projects. Students complete a variety of home care projects.

• Human Development: Responsible Life Choices 1 **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.

• Human Development: Responsible Life Choices 2 **583500CW**

Human Development: Responsible Life Choices 2 is a continuation of Human Development: Responsible Life Choices 1. This course builds on skills and knowledge from the first level course. Additional unit topics include psychological health, parenthood, and an enhanced career unit. Students investigate careers in health and human services, family and human development. Extended learning opportunities including volunteer activities, service learning, and job shadowing are provided and encouraged throughout this course.

• Sports Nutrition **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.

ADDITIONAL ELECTIVES

• College Entrance Test Preparation **379930CW**

PREREQUISITES: 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.**

• Introduction to Construction **600109CW**

Includes an overview of safety, construction math concepts, basic rigging, communication skills, employability skills, and an introduction to hand tools, power tools, and blue prints. Students will get an overview of carpentry, masonry, electricity, welding, and heating and air conditioning. 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.

• South Pointe 101 (SPHS Only) **339910CW**

South Pointe 101 is a one-credit course designed to provide ninth grade students with the tools needed to evolve into independent learners and good citizens of their high school, as well as their community. This course will facilitate the transition from the middle school environment to the high school. Students explore topics such as teamwork, personal health, goal setting, time management, organizing for learning, decision-making, financial planning, and career planning. Additionally, students earn their health credit, which is a South Carolina graduation requirement

• **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.

• WBL Cooperative Learning/ Internship

Agriculture 569000CW, Construction 669000CW, Arts and Audio 529000CW, Business 549000CW Education 639000CW Health Science 559000CW, Hospitality 519000CW, Manufacturing 649000CW, Transportation 679000CW

A Cooperative Learning/Internship is a Work-Based Learning opportunity that allows the student to work in a real workplace environment. The internship experience allows students to develop and practice career-related knowledge and skills needed for a specific job. Internships may last a semester or a full school year and may be paid or unpaid. Placement in internships is at the discretion of the employer and the WBL Coordinator. Students must qualify and must submit all required paperwork. To earn credit for the course, students must satisfy the hour requirement, complete a final project, and receive satisfactory evaluations from the employer and WBL Coordinator.

Criteria for Qualification for the Occupational Credential:

1. Student must meet guidelines for eligibility as a student with a disability under IDEA

2. Student must be in grades 9-12

3. IEP team must determine that the student will not be able to meet the necessary requirements to obtain a South Carolina State High School Diploma, even with supplemental aids and services.

4. The student is in need of employment skills training and supported transition services in order to secure and obtain competitive employment.

Important Reminders for Participating Students & Parents:

1. This is not a STATE diploma. The Occupational Credential will replace the Certificate of Attendance ONLY if all requirements have been met and there is documentation of completion.

2. Although this credential is recognized locally, students and/or families who relocate *may* find that the Rock Hill School District Occupational Credential is an unrecognized credential.

3. Many states in our nation have state-recognized diplomas and curricular requirements similar to those outlined in our Occupational Credential program. If a student relocates while still enrolled, the documentation collected in his/her portfolio may be offered to a new school district in order to request transfer credit.

4. The Occupational Credential should *only* be considered for students who will be unable to meet the requirements for a South Carolina High School Diploma.

5. Hour requirements for job training and competitive employment are *not optional*. A student will not qualify for the Occupational Credential if the required hours are incomplete, even if all academic course work is passed.

6. Students are responsible for developing and maintaining their own portfolios, including documenting work experience and hours. Teachers are responsible for initiating the portfolio and introducing new documents as students' progress through the program.

7. Portfolios will be given to the student upon graduation to provide evidence of the student's knowledge, skills, abilities, and employment competencies.

8. All of the occupational credential students are MAPs tested in the Fall and again in the late Spring to note any expected gains.

Occupational Credential Course Descriptions

English

9th Grade: ***Occupational English Essentials (EOC Course, Co-taught)***

Course content will include reading comprehension, effective listening strategies, vocabulary development, mechanics and syntax of Standard English, and verbal, non-verbal, and written communication. Special emphasis will be placed on developing personally appropriate strategies to navigate and communicate effectively in social, school, and employment settings. The course will focus on quality, effective communication in every-day environments.

This class also uses the English 1 curriculum that is modified and coordinated with the employment standards. The teacher is Read180 trained and the Read180 program is used in the classroom.

10th Grade: ***Employment English 2*** **39992209**

Course content will include reading comprehension, effective listening strategies, vocabulary development, mechanics and syntax of Standard English, and verbal, non-verbal, and written communication. Special emphasis will be placed on organization of thoughts, technological fluency with communication modalities, anxiety and clarity control in verbal contexts, professional etiquette, and appropriate job interview skills. The course will focus on effective communication in new, unfamiliar environments. This class also uses the English 1 and 2 curriculum that is modified and coordinated with the employment standards. The teacher is Read180 trained and the Read180 program is used in the classroom. The students are also placed into the regular education English 1 class for inclusion during part of the day in order to prepare for the English 1 End of Course Examination that is required by the State.

11th Grade: ***Employment English 3*** **39993209**

Course content will include reading comprehension, effective listening strategies, vocabulary development, mechanics and syntax of Standard English, and verbal, non-verbal, and written communication. Special emphasis will be placed on vocabulary development for professional and community settings, writing effectively to convey meaning in professional and community settings, appropriate job interview skills, analysis of verbal, non-verbal, and written communication of self, and development of self-advocacy skills. The course will focus on effective adult communication in community and professional settings. This class is also embedded with the social studies for the 11-12th grade class and modified/coordinated with the employment, and career prep standards. By the end of their 3rd year in high school, all occupational diploma students will have taken the English 1 End of Course (EOC) state examination per SC law (update 16-17 school year).

12th Grade: ***Applied Employment English 4*** **39994209**

Course content will include reading comprehension, effective listening strategies, vocabulary development, and verbal, non-verbal, and written communication. Special emphasis will be placed on verbal, non-verbal, and written communication for employment purposes, analysis of verbal, non-verbal, and written communication of self and others, and appropriate job interview skills. The course will focus on effective communication for employment, self-advocacy, and independent living purposes. This class is also embedded with the social students for the 11-12th grade class and modified/coordinated with the employment and career prep standards.

MATHEMATICS

9th Grade: ***Occupational Algebra Essentials (EOC Course, Co-taught)***

Course content will include numbers and operations, geometry, measurement, algebra, problem-solving, and data analysis. Special emphasis will be placed on terminology, numeration and operation fluency, conversions, formulas, and formulaic calculations. This course will focus on application of mathematics in every-day environments. The Math classes are embedded with pre-algebra and Algebra 1 standards in addition to the job skills standards that are taught. This is in preparation for the Algebra 1 End of Course Examination that all students are required to take prior to the end of their 3rd year in high school.

10th Grade: ***Job Skills Math 2*** **39992409**

Course content will include numbers and operations, geometry, measurement, algebra, problem-solving, and data analysis. Special emphasis will be placed on terminology, numeration and operation fluency, conversions, formulas, and formulaic calculations. This course will focus on problem-solving and mathematics for personal and finance management. The Math classes are embedded with pre-algebra and Algebra 1 standards in addition to the job skills standards that are taught. This is in preparation for the Algebra 1 End of Course Examination that all students are required to take prior to the end of their 3rd year in high school.

11th Grade: ***Job Skills Math 3*** **39993409**

Course content will include numbers and operations, geometry, measurement, algebra, problem-solving, and data analysis. Special emphasis will be placed on terminology, conversions, formulas, and formulaic calculations. This course will focus on problem-solving and mathematics for employment, independent living, budgeting, and personal finance management. The Math classes are embedded with pre-algebra and Algebra 1 standards in addition to the job skills standards that are taught. This is in preparation for the Algebra 1 End of Course Examination that all students are required to take prior to the end of their 3rd year in high school. By the end of the students' 3rd year in high school, all occupational diploma students will have taken the Algebra 1 End of Course (EOC) state examination per SC law (updated 16-17 school year).

12th Grade: ***Math 4*** **39994409**

Course content will include numbers and operations, geometry, measurement, algebra, problem-solving, and data analysis. Special emphasis will be placed on terminology, conversions, formulas, formulaic calculations, and application of mathematics in every-day environments. This course will focus on problem-solving and mathematics for employment, independent living, banking, and finance/tax/household management. The Math classes are embedded with pre-algebra and Algebra 1 standards in addition to the job skills standards that are taught.

SCIENCE

9th Grade: ***Life Skills Science 1*** **39991509**

Course content will include basic biology, nutrition, physical fitness, health, basic personal safety, emergency procedures and management, roles of family and society in healthy living. Special emphasis will be placed on organ systems and their functions, benefits of healthy living, risks of poor health choices, and familial and societal stress management. This course will focus on awareness and understanding of health concerns and topics within American society. The Science classes are embedded with Biology 1 standards in addition to the life skills science standards that are taught. This is in preparation for the Biology 1 End of Course Examination that all students are required to take prior to the end of their 3rd year in high school.

10th Grade: ***Life Skills Science 2*** **39992509**

Occupational Biology (EOC Course, Co-taught) Course content will include basic biology, nutrition, physical fitness, health, basic personal safety, emergency procedures and management, roles of family and society in healthy living. Special emphasis will be placed on identification of practices that lower health risks, awareness of personal health concerns, family issues, personal safety, basic first aid, and understanding of environmental factors that affect daily life. This course will focus on awareness and understanding of personal health concerns and environmental awareness. The Science classes are embedded with Biology 1 standards in addition to the life skills science standards that are taught. This is in preparation for the Biology 1 End of Course Examination that all students are required to take prior to the end of their 3rd year in high school.

11th Grade: ***Life Skills Science 3*** **39993509**

Course content will include basic biology, nutrition, physical fitness, health, basic personal safety, emergency procedures and management. Special emphasis will be placed on identification of personal/legal consequences of poor health choices, awareness of appropriate prescription and OTC drugs use, selection of/communication with appropriate health care providers, identification of services provided by local agencies/government, identifying environmental risk factors, and managing personal risk. This course will focus on understanding of available resources and self-advocacy. The Science classes are embedded with Biology 1 standards in addition to the life skills science standards that are taught. This is in preparation for the Biology 1 End of Course Examination that all students are required to take prior to the end of their 3rd year in high school. By the end ofthe students' 3rd year in high school, all occupational diploma students will have taken the Biology 1 End of Course (EOC) state examination per SC law (updated 16-17 school year).

12th Grade: ***Applied Life Skills Science 4*** **39994509**

Course content will include basic biology, nutrition, health, basic personal safety, emergency management, and family/parenting issues. Special emphasis will be placed on accessing community services, home safety, making responsible decisions regarding relationships, family life, and parenthood, and personal impact on conservation of natural resources, pollution, and other environmental issues. This course will focus on self-awareness, personal responsibility to world, community, and family, and self-management. The Science classes are embedded with Biology 1 standards in addition to the life skills science standards that are taught.

SOCIAL STUDIES

9th Grade: ***Career Preparation 1*** **39991309**

Course content will include basic geography, community awareness, local government, history, economics, current events, and career exploration. Special emphasis will be placed on community issues, exploring diversity, responsible citizenship, self-advocacy, and career exploration. This course will focus on awareness of personal role in community, awareness of appropriate workplace habits and behaviors, and career exploration through shadowing and assessment opportunities.

10th Grade: ***Career Preparation 2*** **39992309**

Course content will include basic geography, community awareness, current events, state government/history/economics, and career preparation. Special emphasis will be placed on community/state issues, consumer roles in economics, self-advocacy, developing decision-making skills, demonstration of appropriate work place habits and behaviors, and career exploration. This course will focus on community and state issues, responsibility to community, and career preparation through shadowing and assessment opportunities.

11th Grade: ***Career Preparation 3*** **39993309**

Occupational US History (EOC Course, Co-taught)

Course content will include basic geography, community mobility, United States government/ history/economics, current events, self-advocacy, and work experience. Special emphasis will be placed on national issues, roles of global consumers, exploring diversity, responsible citizenship, self-advocacy, and career exploration. This course will focus on active citizenship, community participation, and acquisition of work experience through short-term community internships.

12th Grade: ***Applied Career Preparation 4*** **39994309**

Course content will include community mobility, United States government/economics, current events, self-advocacy, and work experience. This course will focus on national issues, the role of a community/global consumer, responsible citizenship, self-advocacy, making appropriate decisions, and maintenance of appropriate workplace habits and behaviors. This course will focus on active citizenship, self-advocacy, and acquisition of work experience through competitive employment.

KEYBOARDING **(9 WEEKS COURSE – ½ CREDIT)** **510000CW**

Introduces students to the basic concepts of information processing in business computer literacy and keyboarding. Major content areas include an introduction to word processing database, and spreadsheet applications. The keyboarding component includes an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard using the touch method of key stroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. The student will develop skill in formatting letters, memoranda, reports, tables, and other business documents.

PERSONAL HEALTH AND WELLNESS **(9 WEEKS COURSE – ½ CREDIT)** **340201CW**

Emphasizes 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.

Community Based Instruction with Job Coaches:
30 hours of Job Shadowing
45 hours of Community Based Instruction
360 Hours of Competitive Employment
These hours are required as part of the students' final portfolio. Job coaches act as liaisons between employers and schools. They assess necessary job and social skills on work sites prior to student placement, provide specialized on-site training to assist the student in learning and performing the job and adjusting to the work environment, and maintain documentation of student progress, strengths, and needs.

Multi-Categorical Level 2 Class
Individualized Program modified to student's ability level to improve functional, social, living, and academic skills. These students receive a district certificate of attendance.

Adaptive PE: physical education which may be adapted or modified to address the individual needs of children with motor and developmental delays which includes assessment and instruction, assessment data, IEP goals, and instruction in a least restrictive environment with general education peers to assist.

ATC Inclusion: higher functioning students can go to ATC for electives, with teacher assistance for inclusion for one block

PAES Lab: Comprehensive data driven curriculum for students with special needs that provides training in basic career and life skills, exploration through hands-on experiences to determine a student's career/vocational strengths, a simulated work environment that allows staff to assess and address behaviors that may cause barriers to a competitive work environment, assessment of students ability to work, interests in specific types of work, and the type of support an individual would need in the work place.

Alternative Educational Services (AES)
Tuesday and Wednesday afternoons 4:30-7pm at NHS (if behavior permits). Transportation provided if necessary. Alternative schooling provided under IDEA if student is manifested and expelled from school in order to continue provided services. Student may earn two credits at AES.

ATC COURSE DESCRIPTIONS

The Applied Technology Center

The Applied Technology Center offers a variety of career and technical high school courses, designed specifically to prepare students for success in college, technical/specialty school, or the workforce. ATC courses provide students the opportunity to use academic skills in a project-based, hands-on learning environment.

- Students who successfully complete a program may earn a certificate of completion.
- Courses may be one (1) credit or (2) credit classes.
- Students may qualify to participate in a work-based Cooperative Learning education experience.
- The Computer Literacy graduation requirements may be satisfied by taking designated ATC courses.

HEALTH & HUMAN SERVICES

• Cosmetology 1, 2, 3, and 4 **615000CD, 615100CD, 615200CD, 615300CD**

Supply kit and licensing examination fee will be required. ***Students must be in a junior homeroom to enroll in Cosmetology 1and Cosmetology 2.***

This course includes instruction in hair styling, permanent waving, hair coloring, facials, manicures, chemical services, computer imaging, and acrylic nails for competition. Students gain experience through laboratory activities, hear presentations from professionals in the Cosmetology industry, and work in a salon setting, simulating a real work place 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. Students that complete the required number of hours and pass their practical and theory examinations with the required score will be licensed by the State Board of Cosmetic Art upon leaving the program.

• Culinary Arts 1 and 2 **572000CW, 572100CD**

Supply fee will be required. Professional industry standard dress required for labs.

This course involves both theory and actual hands-on experience. It is designed to prepare students for gainful employment in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining career options in the culinary industry. Sanitation, safety, equipment, service skills, pricing and nutrition are some of the essentials covered, in addition to specific instruction on each type of cookery method. All types of food products are studied in depth. Laboratory experiences will simulate commercial food production and service operations, requiring all students to participate in food preparation and clean-up activities. Students having food allergies should give careful consideration to this course selection, as students are exposed to a wide variety of food items. Culinary Arts 1 is a one-block, one-semester course; Culinary Arts 2 is a 2-block, one-semester course. Culinary Arts 1 and 2 may not be taken in the same school year.

• Introduction to Teaching 1 **570300CW**

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 learn the foundations of education, human growth and development, ~~how the~~ brain development, teaching strategies, classroom management, and instructional planning and assessment. Technology, professionalism, and academic skills are integrated throughout the course work. There is also an extended learning experience where the student will go into schools and work with a mentor teacher. Professional dress attire is required.

• Introduction to Teaching 2 **570400CD**

PREREQUISITE: Introduction to Teaching 1

Introduction to Teaching 2 is an advanced level course designed to build on the skills and knowledge gained in Introduction to Teaching 1. Students plan engaging lessons, enhance communication and presentation skills, build school-societal relationships, and exhibit professionalism. The student will examine the developmental needs of students and design instruction that is developmentally appropriate. The student will also complete an internship in the field of education to grow through experience. In doing an internship, the student will apply their knowledge gained in the classroom and enhance their professionalism. Professional dress attire is required for their internship experience. This is a year-long, 2 credit course.

• Health Science 1 **555000CW**

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. ***This course is a pre-requisite for Health Science 2. This course is required for students to be a CATE completer.***

• Health Science 2 **555101CW**

PREREQUISITE: Health Science 1

Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. . 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. ***This course is required for students to be a CATE completer.***

• Health Science 3 – Human Structure and Function **555201HW**

PREREQUISITE: Health Science 1 or Sports Medicine with a recommended C or better.

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.

• Health Science Clinical Study **556000HD**

PREREQUISITES: Health Science 2 and Health Science 3 or Medical Terminology or Biology AP or Anatomy and Physiology.

This course develops students' technical skills to provide health care in a variety of settings. Student may earn Feeding Assistant Certification and prepare to take the South Carolina Nurse Aide 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 is 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 need. CPR and First Aid certification will be offered. Fees will be associated with this course for uniforms, tuberculin skin tests, and SLED report. Students must also furnish their own transportation to and from the clinical and internship sites. This class is recommended for Seniors.

• Emergency Medical Services **553100HW**

PREREQUISITES: Health Science 2 with a recommended C or better and Health Science 3 or Medical Terminology or Biology AP or Anatomy and Physiology.

This course includes 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, Automated External Defibrillation, and First Responder skills

• Medical Terminology **554000HW**

PREREQUISITES: Students must be a junior or senior and must have completed Health Science 2 with a C or better to enroll in this course. 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.

• Veterinary Assisting **697000HW**

Supply fee will be required.

PREREQUISITES: Health Science 2 and Medical Terminology

This course will help the student to develop the skills required to work in a veterinary office or office. Skills include feeding and bathing animals, administering medication and assisting the veterinary team with medical care and treatment techniques. Students learn how to perform basic care and treatment procedures for small and large animal care. Students practice in a variety of settings as chosen by the instructor.

INFORMATION & COMMUNICATION TECHNOLOGY

Digital Art & Design

• Digital Art and Design 1: Graphic Design and Illustration **612000CW**

This course meets the computer literacy graduation requirement.

This course 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 ~~Mac~~ computer and how to troubleshoot technology. Current software featured is: Adobe Illustrator CS6. Concepts learned are a great foundation for anyone pursuing a career in the print industry, for production artists, illustrators, animators, and graphic designers.

• Digital Art and Design 2: Photography and Digital Art **612100CW**

This course meets the computer literacy graduation requirement.

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. The core concepts of this class give students an introduction to a career in photography, advertising, digital art, retouching and restoration. A USB Flash Drive is required for class.

• Digital Art and Design 3: Animation and Motion Graphics 612200CW
This course meets the computer literacy graduation requirement.
This course is part of the Digital Art and Design Program, which introduces the skills needed by students for careers in the commercial art and animation fields. The concepts and skills covered include storyboarding, character design, set design, audio recording and visual editing. The curriculum includes basic 2D animations, 3D, motion graphics and special effects. The tools used in this class include cameras, lights, green screens, Adobe Photoshop, Adobe Premiere, Garage Band and Adobe After Effects. ***The recommended prerequisite is Digital Art and Design 2, but is not required.***

• Digital Art and Design 4: Advanced Digital Art, Design and Production 612300CW
This course meets the computer literacy graduation requirement. 612300EW
PREREQUISITE: Digital Art and Design 1, Digital Art and Design 2, and Digital Art and Design 3
This course takes what a student has learned in previous Digital Art 1, 2, and 3 courses, combining them to make a well developed student who knows what is needed from start to finish in the Art and Design world. This class covers all forms of production, by developing art and designs for DVD, Web, Screen Printing, and Press. This class emphasizes "real world" skills through experience with actual clients and community projects. The student will walk away with a portfolio and products showing all the skills needed for post secondary education or training. A USB Flash Drive is required for class. Students taking Digital Art 4 who have completed two additional Digital Art courses may earn dual credit through Winthrop University. A tuition fee may be required by Winthrop University for this dual credit opportunity.

Media Technology

• Media Technology: Video 612402CW
This behind-the-scenes course facilitates the technical applications of professional video production. Students will master all production activities including scriptwriting, camera set-up, lighting, audio recording, set-up and editing. Students will learn and work with high-end production software programs, such as Apple's Final Cut Pro, Adobe Premiere, Garageband, etc… Students must be able and willing to carry heavy field production equipment and record scenes outdoors. This course is geared for technically savvy students interested in exploring the many exciting careers in Television and Film Production.

• Media Technology: Studio 612401CW
This behind-the-scenes course facilitates the technical applications of *live* Television Production. Students will master all the jobs in the studio including: Studio Camera operation, Floor Directing, Lighting techniques, Graphic creation, Audio Mixing, Set design and Post-production Editing. This course is geared for motivated, disciplined students who can interact with show guests, including school district office staff and local dignitaries. Students must be able and willing to carry heavy set pieces off and on the set for the variety of shows taped during the semester. Students who are skilled in using technology and interested in LIVE television will find this an exciting, challenging, and gratifying class.

• Media Technology: Advanced Video Production 612501HW
PREREQUISITE: Media Technology: Video Production
This class is geared towards the mature, self-motivated student who wants to take their video production skills to the next level. Students in this class will master all the features of Final Cut Pro and other production software to create several "Special Effects" videos. Effects can include: Sin-City, Motion paths, Forced perspective, Speed control, Color correction and Cloning. Advanced editing students will work on several projects throughout the semester ranging from green screen videos, music videos and short movies. Students must be able and willing to carry heavy field production equipment and record scenes outdoors.

Information System Technologies

•Exploring Computer Science through Mobile App Development 502300CW
This course meets the computer literacy graduation requirement.
This course will explore the development, education and global trends related to App creation. Students may demonstrate the ability to use technology, use critical thinking, problem solve, collaborate and work collectively and work creatively to design innovative Apps. The students will use programs such as, Photoshop, Illustrator, XCode and other software in the process of creating mobile apps.

CONSTRUCTION & ENGINEERING TECHNOLOGY

• Introduction to Construction 600109CW
This course includes an overview of safety, construction math concepts, communication skills, employability skills, and an introduction to hand tools, power tools, and blue prints. Students will get an overview of carpentry, masonry, electricity, plumbing and heating and air conditioning. 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.

• Construction Engineering 2 and 3 609100CW, 609200HD
PREREQUISITE: Introduction to Construction
Construction Engineering prepares students to successfully work in the carpentry field by having the students build items such as furniture, storage units and other items. Students will also complete tasks that will enhance their skills in the construction trades; read blueprints, use hand and power tools, and select building materials. Techniques to construct floor, wall, ceiling, lay out building lines (per miters), roof structures, drywall installation, interior trim and exterior finishing are also covered. OSHA safety certification may be earned. *Students should be able to climb and work at heights.* Construction 2 is a semester course; level 3 is a 2-block, one semester course. 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

Drafting and Pre-Engineering
The Drafting and Pre-engineering courses provide the student who is interested in engineering or architecture with the basic fundamentals of technical drawing used in all types of industry. Drafting and Pre-engineering provides a background in descriptive geometry, orthographic projection, engineering drawing techniques, and computer-aided engineering graphics. Point line and plane relationships in projection; multi-view engineering drawings; auxiliary and section views; basic dimensioning; engineering applications. The Drafting and Pre-engineering courses expose the student to industry standard software such as Autodesk AutoCAD 2D design, Autodesk Inventor 3D mechanical design and Autodesk Revit Architectural 3D design.

• Drafting 1 617000CW
PREREQUISITE: Algebra 1 is recommended
This course meets the computer literacy graduation requirement.
Drafting 1 provides the student with an understanding of basic drafting concepts such as ANSI drafting standards, alphabet of lines and views of objects. Students will use AutoCAD and Inventor Software to construct 2D and 3D drawings of mechanical parts. *Recommended Pre-requisite – Algebra 1*

• Drafting 2 **617100CW**

This course meets the computer literacy graduation requirement. ***PREREQUISITE: Drafting 1***

Drafting 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. *Formerly Drafting 2 & 3*

• Drafting 3 – Mechanical Drafting **617200HW**

This course meets the computer literacy graduation requirement.

PREREQUISITES: Drafting 1 & 2

Drafting 3 will focus on the fundamentals of civil engineering and architectural drafting. The students will utilize AutoCAD 2D design software and Revit Architectural software to design and create house plan sets that include floor plans, elevations, furniture plans, wall sections, foundation plan and details. The student will generate 3D renderings of the house design, interiors, and landscape design. Students will also be exposed to survey coordinates and plot plan layouts used in placing their house design on a lot of land.

• Electricity 2 and 3 **628700CW, 628800HD**

PREREQUISITE: Introduction to Construction

The Electricity course work prepares students for residential and industrial electricity tasks. Students receive instruction in wiring, installation, currents, and installation of appliances. Residential training includes shop planning, management, and safety. Industrial training includes safety, wiring installation, electrical circuits, and single and multiphase alternating circuits. 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. Electricity 2 is a semester course; level 3 is a year-long course. Electricity 2 and 3 may not be scheduled in the same year.

• Masonry 1 **625000CW**

PREREQUISITE: Introduction to Construction

Includes a study of codes, specifications, blue print reading and cost estimating. Students are taught to lay brick, block, and other materials to build foundations, piers, walls, and chimneys for buildings. Advanced training includes laying decorative patterns and building fireplaces. OSHA safety certification may be earned.

• Welding Technology 1 and 2 **634000CD, 634100HD**

Supply fee will be required.

Ready to let the sparks fly? Complete a 10-hour, OSHA-approved safety orientation to earn a certification. Practice welding procedures in welding training booths. Use industry-standard tools to cut and separate metal. Practice welding carbon steel plate, aluminum, and stainless steel. Make precision cuts with torches and plasma cutters. Learn how metal is formed from a liquid to a solid. Get serious, hands-on training in a variety of welding procedures including; Shielded Metal Arc Welding(SMAW), Gas Tungsten Arc Welding(GTAW TIG), Gas Metal Arc Welding (GMAW MIG), Flux Core Arc Welding (FCAW) Torch Cutting, Plasma Cutting, and Computer-controlled Plasma Cutting. Welders, pipe welders, pipe fitters, and ship builders are employed in many types of work, such as power plants, commercial and industrial machinery manufacturing, agriculture, architectural and structural metal manufacturing, and in the mining industry. The projected job growth for welding is high and is expected to continue for the next ten years, with 140,700 job additions per year nationally. (Source:SCOIS 2013) Students are expected to wear specific clothing for safety to include; boots (at least ankle high), long sleeve cotton denim shirt, and long denim pants. Students will wear common use welding shields, welding clothes and safety glasses. Students may choose to purchase their own personal welding shield. No student will be allowed to participate in the lab without required safety attire listed. Welding 1 and 2 are both 2 credits; Level 1 may be scheduled as a year-long class or 2 blocks in a semester; Level 2 is a 2-block, one-semester course.

MARKETING & FINANCE

• Business and Personal Finance **527300CW**

This course is designed to introduce students to the basic elements of finance. Student will gain knowledge in budgeting, obtaining credit and credit scores, computing of interest rates, maintaining personal and business accounts, computing payroll, and financial software. Course uses textbooks, online testing, electronic ancillaries and hands on projects.

• Advertising **547000CW**

This course introduces the concepts of advertising, planning strategies, communication skills and professional development. Course content includes budget development, media selection, design and the preparation of ads for various media.

• Merchandising **543000CW**

This course is designed to explore concepts and practices of the retail business to include an overview of merchandising and career development. Product terminology, selling, advertising, visual merchandising, buying, and management will be analyzed. This instructional program emphasizes the competencies necessary for the individual to achieve success within the area of buying and purchasing, sales and administration, non-store selling and small business ownership.

• Marketing **542100CW**

This course introduces marketing concepts, economic marketing, and business fundamentals. Students are provided an overview of the marketing functions of selling, promotion, pricing, financing, and distribution. Communication fundamentals are included. 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.

• Marketing Management 2 **543100HW**

PREREQUISITE: Marketing or Merchandising.

This course further prepares students for careers in financial institutions, real estate, retail establishments and sports and entertainment venues. It expands the student's knowledge to make more detailed and specific decisions concerning location, promotion, pricing, financing and distribution. Each student selects a type of business and develops a business plan to include financing, organization, management and marketing. Students develop fundamental business competencies including human resources, communications, selling, promotion, and financing.

TRANSPORTATION ENGINEERING TECHNOLOGY

Introduction to Transportation **601509CW**

This course is designed introduce students to the many exciting employment opportunities and skills needed to be successful in the transportation industry. Students will be introduced to careers related to the industry, safety, tool identification and usage. The students will rotate between Small Engines and Logistics and Distribution, but will have exposure to Collision Repair and Automotive Service Technology activities.

• Automotive Service Technology 1, 2 & 3 603000CW, 603100CW, 603200CD
Supply fee will be required.
PREREQUISITE: Automotive Technology 2 pre-requisite for Automotive Technology 3.
Prerequisite: All potential Automotive Service Technology students along with a parent or legal guardian are required to attend an individual conference and pre-course orientation with the instructor prior to full enrollment into the program. Additionally, a fee may be assessed to students who enroll into each course. The fee will allow students to have individualized lab appropriate work shirts, gloves and certified safety glasses. Auto Tech 1 is a prerequisite for Auto Tech 2. Auto Tech 2 is a prerequisite for Auto Tech 3.

The Automotive Technology program is designed to prepare the student for entry-level in the automotive industry or for greater success in a post-secondary automotive training school.
Automotive Service Technology is a 3 level program that studies the Industry, Maintenance and Repair of Automobiles. This is a progressive program with each consecutive level building on the information and skills learned in the previous levels. Areas of study include, but are not limited to: Brakes, Steering and Suspension, Electrical Systems, Engine Performance, Manual and Automatic Trans, HVAC and Engine Repair.
Students spend approximately 60% of program time in the classroom learning about major systems of the automobile and how to maintain, diagnose and repair them. The remainder (40%) of class time will be spent in the lab practicing on trainers and lab simulators. As we near the end of the program, depending on time, some "live" automobiles will be repaired. Level 3 students spend additional time servicing and maintaining "live vehicles" as they are available to the program.
The curriculum used in this program has a heavy emphasis on computer usage and is very technical and rigorous. It also includes a significant amount of reading, writing, math and science content. Each level of instruction requires a safety unit (SP2) be completed successfully prior to students gaining access to the Lab. Satisfactory completion of the online safety course (SP2) will result in the student earning a nationally recognized SP2 safety certificate for Automotive Safety and Automotive Pollution Prevention. Students are also required to have proper attire, close toe shoes, and safety glasses for this program.
Each completing student has the opportunity to achieve multiple nationally recognized industry certificates.
Automotive Service Technology 1 and 2 are semester courses; Automotive Service Technology 3 is a 2-block, one-semester course.

• Introduction to Collision Repair 1 602000CW
This course of study prepares students for employment in the collision repair industry. The program consists of three classes, Collision 1, 2 and 3, and a total of 4 blocks during sophomore, junior and senior years. Students who successfully complete this program are prepared to continue their education in a post-secondary setting, or may enter the workforce in collision repair and refinish related jobs. In Collision Repair 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. Students must use their time wisely to complete the required computer modules. Certifications, which are nationally and internationally recognized are available. Some students prefer to purchase an organic vapor respirator and compressed air blow nozzle for personal use in the class, which total approximately $25.00. These expenses are optional, and students can take the class without the personal equipment. Appropriate dress is a must for the class; work clothes, closed toes shoes, and safety glasses are required. This is a one block, one semester course.

• Collision Repair 2 – Non-Structural Repair 602100CW
PREREQUISITE: Introduction to Transportation
Students continue instruction including computer modules in I-CAR and SP2. 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 toes shoes and safety glasses are required. This is a one block, one semester course.

• Collision Repair 3 _ Automotive Refinishing 602200CD
PREREQUISITE: Collision Repair 2
Students continue instruction including computer modules in I-CAR, SP2, and Sherwin-Williams e-learning. Classroom. 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, and 3, 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. Appropriate dress is a must for the class; work clothes, closed toes shoes and safety glasses are required. This is a two block, one semester course.

• Logistics and Distribution 1 – Introduction 699001CW
This course is designed specifically for 9th and 10th 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.

• Logistics and Distribution 2 – Warehouse Distribution 699102CW
PREREQUISITE: Logistics and Distribution 1 or Intro to Transportation
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.

• Logistics and Distribution 3 – Warehouse Inventory 699203CW
PREREQUISITE: Logistics and Distribution 2
This course will introduce the concept of inventory and product control as it relates to warehousing and distribution of materials and goods. 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.

• Logistics and Distribution 4 – Work-Based 699304CW
PREREQUISITES: Logistics and Distribution 1, 2, and 3
The students in Materials Handling 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. This level is an **Internship** for students that have completed the three previous levels of the Warehousing and Logistics curriculum at the Applied Technology Center. 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.

• Power Equipment Technology 2 and 3 **630000CW, 630100CD**

PREREQUISITE: Introduction to Transportation for Power Equipment Technology 2. Power Equipment Technology 2 pre-requisite for Power Equipment Technology 3.

This course of study prepares students for training in small engine maintenance and repair. Students work on small combustion engines used on portable equipment such as lawn mowers, line trimmers, chain saws, motorcycles, rotary tillers, and pumps. The training includes locating and solving problems using specialized test equipment and over-hauling or replacing engine systems**.** Students also use computer programs to look up parts for engines as well as equipment. Students work in groups on projects to better facilitate learning in the lab. Power Equipment 2 is a semester course; Level 3 is a year-long course. Level 1 and 2 may not be scheduled in the same school year. Formerly Small Engines Technology

Work Based Learning Opportunities

• WBL Internship

Agriculture 569000CW, Construction 669000CW, Arts and Audio 529000CW, Business 549000CW Education 639000CW Health Science 559000CW, Hospitality 519000CW, Manufacturing 649000CW, Transportation 679000CW

An Internship is a Work-Based Learning opportunity that allows the student to work in a real workplace environment. The internship experience allows students to develop and practice career-related knowledge and skills needed for a specific job. Internships may last a semester or a full school year and may be paid or non-paid. Placement in specific internships is at the discretion of the employer, teacher and the Work-Based Learning Coordinator. Students must have completed two additional CATE courses to qualify and must turn in all required paperwork. To earn credit for the course, students must satisfy the hour requirement, receive satisfactory evaluations from the employer and WBL Coordinator, and complete the final project requirement.

AGRICULTURAL SCIENCE

• Horticulture

Horticulture is the study and application of growing flowers, fruits, shrubs, trees, and vegetables. These courses are designed to give students practical knowledge about various plant families. The students will apply the knowledge gained throughout the classes by completing landscape designs, golf course designs and an internship with a local business. Students participate in a plant sale in the spring; demonstrating their ability to propagate a variety of plants and show their ability to assist customers with the proper selection of plants for their habitat. Students will have a final project, designing and the implementation of a landscape design. Students will have both class time and outside lab time. We have a working outside lab that has two greenhouses, a community garden, and a place for students to learn how to design landscapes. This is a two course program Horticulture in the Workplace I and Horticulture in the Workplace II.

• Horticulture in the Workplace 1 **565200CW**

This course will teach students about the various structures of a plant. They will learn the importance of the two major families of plants. Students will apply that knowledge to seeding, grafting, tissue cultures, and rooting plants for a spring plant sale, marketing and participating in customer service through sales. They will have to be able to balance a budget for seeds, soils, rooting hormone, etc… Students will have an opportunity to develop and participate in a SAE program by doing research on specific plants, fertilizing regimes, insect control, and nursery management. They will also look at the business side of running a nursery or a garden center. Students interested will have the opportunity to join and participate in the Rock Hill Chapter of the FFA. This is a one block, one semester course.

• Horticulture in the Workplace 2 **565300CD**

This course will include 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. Students will apply their knowledge to the real world. Students will be expected to design and implement a landscape design. They will residential, commercial and golf course design concepts. Students in this class will be given the opportunity to design a landscape for a part of the school grounds. The students may complete their SAE programs by doing an internship with a local nursery, landscaper, or golf course. These internships are meant to give students a chance to apply all the skills that they have learned. Some of these internships may lead to scholarship money for college, build on the student's resume for their portfolio, and/or become a job opportunity. This is a 2 block, one semester course.

NOTES

CURRICULUM PLANNING FOR HIGH SCHOOL DIPLOMA

	8th – 9th 	10th 	11th 	12th 	**Other:** Summer School or Transfer Units
English Language Arts **(4.0 required)**					
Mathematics **(4.0 required)**					
Science **(4.0 required)**					
Social Studies **(4.0 required)** **US History & Constitution (1.0)** **US Government (0.5)** **Economics (0.5)** **Other SS Elective (1.0)**					
P.E. or ROTC **(1.0 required)**					
Computer Science **(1.0 required)**					
World Language or Career and Technical Education (CATE) **(1.0 required)**					
Electives **(7.0 or more)*** ***Total to include 4.0 in major courses**					

2017-18

This course catalog belongs to:

_____

Name

_____ _____

School **Contact Information**

Class of 20____

ROCK HILL Schools
YORK COUNTY DISTRICT THREE