



2016-2017 9th Grade District Course Catalog



**Applied Technology Center
Northwestern High School
Rock Hill High School
South Pointe High School**

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Mission Statement

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

Motto

“Engaging students for successful futures.”



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GENERAL INFORMATION

Registration Process

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. *Study halls are available to students in grade 12 only.*
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 school-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 one unit of credit recovery in Rock Hill School's summer school.
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 whenever comparable.
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 foreign 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.
13. Advanced students enrolling in high school without English I and/or Algebra I in the 8th grade may qualify for advanced courses in the 9th grade by passing the district developed End-of-Course exams for English I and Algebra I or scoring in the appropriate range on the MAP test. ***Parents should notify the counselor of their interest to pursue this option.***

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

A student's homeroom level placement is determined by the requirements listed above. A student's grade level placement remains the same for an entire school year. Only 11th and 12th grade students may attend the prom. At the end of the senior year, a student must have all 24 of the required units of credit in order to participate in the graduation ceremony.

High School Assessments

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

- A test of college readiness to be named later.
- 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
Foreign language* or CATE elective**	1 unit
Electives (including health)	<u>7 units</u>
Total Required	24 units

*One unit of foreign 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 foreign 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 and 4
Graphics Output and Design 1 and 2
Computer Service Technology
PLTW Courses—IED, POE, DE, CEA
Webpage Design and Development 1 and 2
Digital Multimedia
Medical Terminology
Digital Desktop Publishing
Mobile App Development

Grade Point Average

South Carolina uses a Uniform Grading Scale to calculate Grade Point Ratio (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 the following page.

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 70. 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) 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.

Grade Point Conversion Chart

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	Dual Credit AP/IB
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
--	WP	0.000	0.000	0.000

Curriculum Framework

Curriculum

Most course offerings in the curricula designate different levels of instruction. The following information may be helpful as students consider the level that is most appropriate for their future educational and occupational planning.

College Prep Courses (CP)

College Preparatory courses are designed for students who are four-year college bound. They require an in-depth study of the material, independent study and projects in an effort to prepare students for college-level work.

Honors Courses (H)

Most of the Honors courses lead to an Advanced Placement Level Course. To participate, students must meet the Honors course guidelines. These courses are academically challenging and require independent study. Students taking these courses are expected to continue through the Honors program to the AP/IB program.

Advanced Placement Courses (AP)

These courses are offered in the 9th, 11th and 12th grades and include all the requirements of the Honors courses. The College Board sets the curricula and pacing for these courses. Students enrolled in an AP class must take an exam published by the College Board and may receive college credit based on their score.

♦ Advanced Placement Courses

- | | |
|---|------------------------|
| 1. AP Language and Composition
(11 th Grade Course) | 6. AP Statistics |
| 2. AP Literature | 7. AP Biology |
| 3. AP American History
(11 th Grade Course) | 8. AP Chemistry |
| 4. AP European History | 9. AP Computer Science |
| 5. AP Calculus | 10. AP Art |
| | 11. AP Human Geography |
| | 12. AP Spanish |

International Baccalaureate Courses (IB)

These courses are offered at the 11th and 12th grade level and include all of the requirements of Honors courses. The International Baccalaureate Organization sets the guidelines for these courses. Students enrolled in IB courses must take a standard IB exam and may receive college credit based on their score.

♦ International Baccalaureate Courses

- | | |
|---|--|
| 1. Language A
English 4 and English 5
Higher Level IB Course | 4. IB Biology or IB Chemistry Standard
Level or Higher Level IB Courses |
| 2. History of the Americas and
20 th Century Topics
Higher Level IB Course | 5. Spanish or French
Standard Level IB Courses |
| 3. Math Studies , Math SL
Standard Level IB Courses | 6. 6 th Subject options include: Music,
Information Technology for a Global
Society, Visual Arts, Theater (SPHS
only), and Psychology (SPHS only). |

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.*

Fees and Material Costs:

Dual Credit courses have an associated college fee that is less than 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.

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; foreign 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 dual enrollment 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.

Educational and career planning

Students are encouraged to plan their course of study based on their career interests and educational goals. The school district assists students in this process in a variety of ways. IGP conferences are conducted in the Spring. Students are encouraged to take advantage of these opportunities.

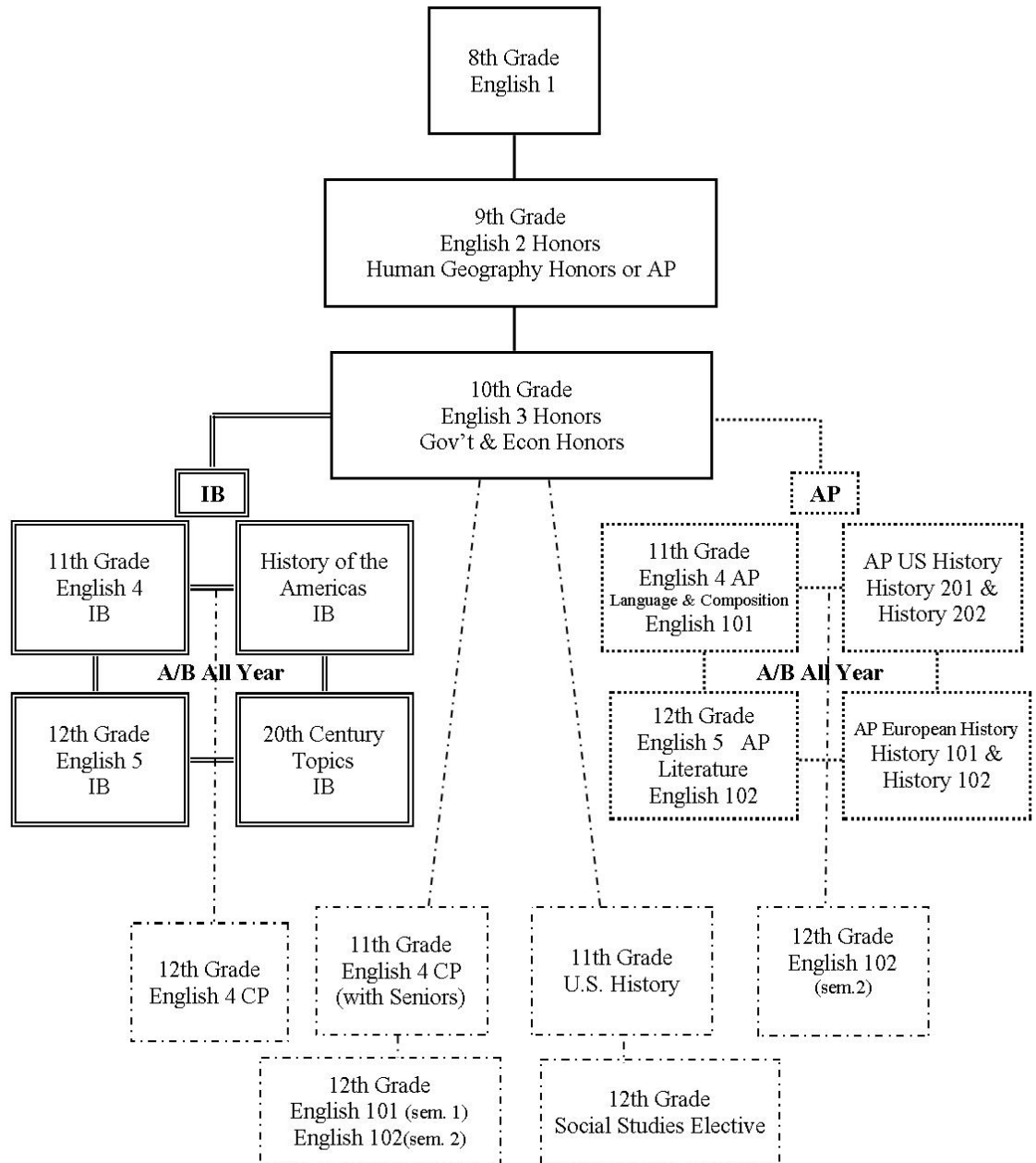
Educational and career assessments

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

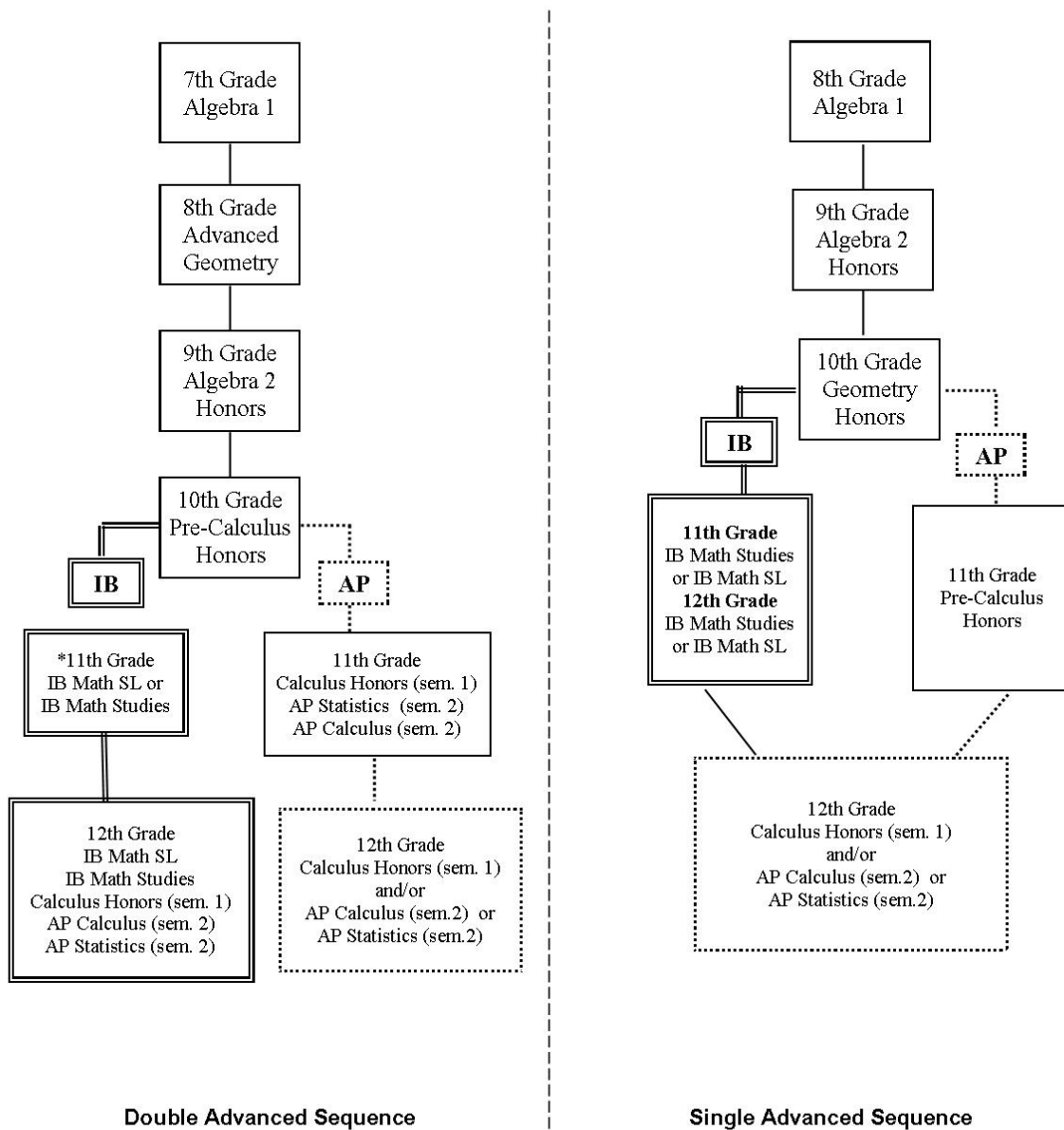
Each high school provides at least one computerized Career Information Delivery System (CIDS) for student access. The system is available for student use through any computer in the school. Students have the opportunity to access a tremendous amount of career and post-secondary information to assist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

English/History Sequence for Advanced Students



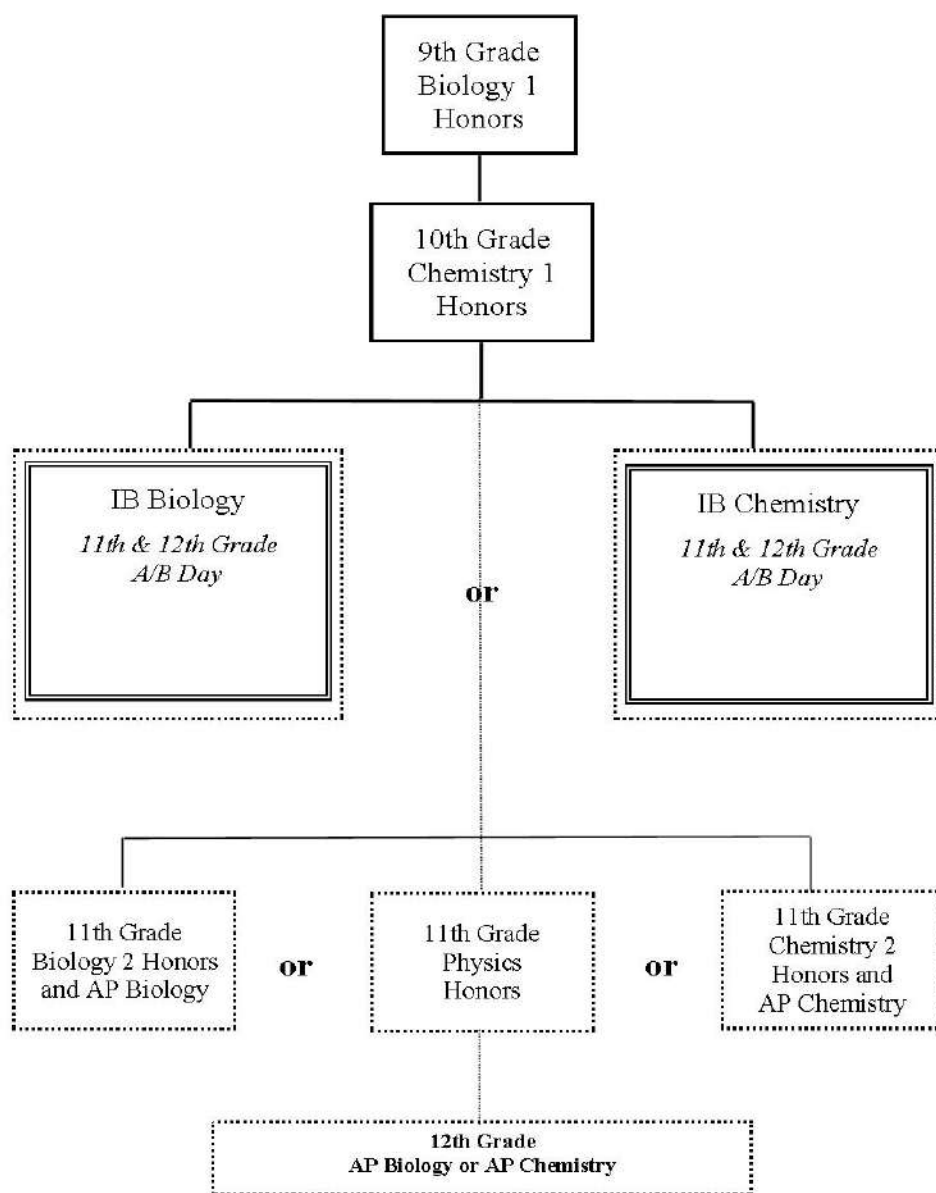
All courses subject to number of requests and teacher availability.

Math Sequence for Advanced Students



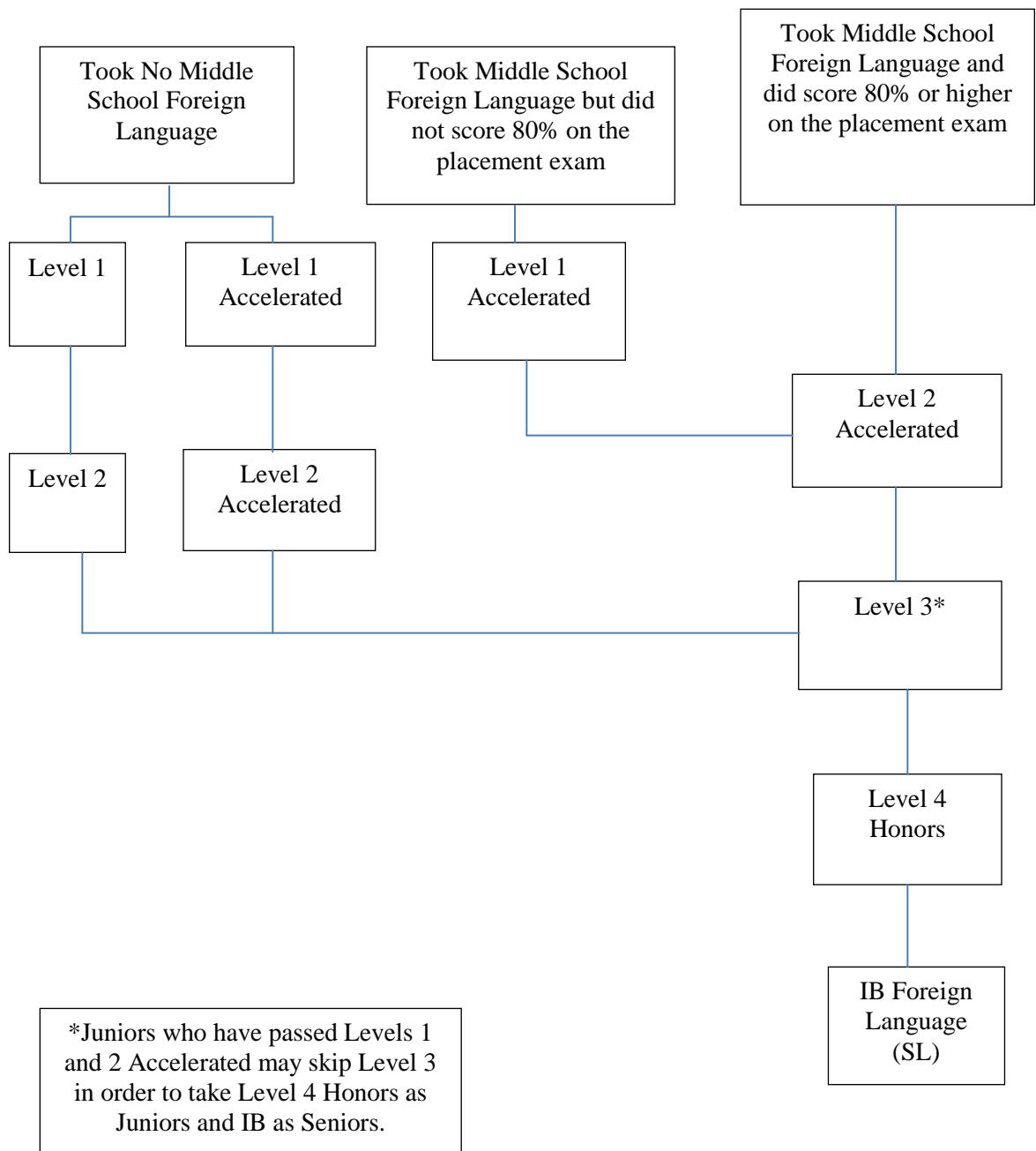
All courses subject to number of requests and teacher availability.

Science Sequence for Advanced Students



All courses subject to number of requests and teacher availability.

Foreign Language Sequence for Advanced Students



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 67-69—student retakes only the units in the online curriculum designated by the classroom teacher as the student's areas of weakness (Mastery set at 70% to earn credit)
- Final grade of 60-66—student retakes units in the mini course (Mastery set at 70% to earn credit)

PHOENIX ACADEMY

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

- Individual planning
- Flexible scheduling
- Self-paced/mastery-based learning
- Rigorous instruction
- Hybrid classes that meet the 120 hour seat-time law
- 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. New half-credit elective courses offered are Creative Writing, Expository Writing, Financial Literacy, Psychology, Sociology and Phoenix 101. 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 students with disruptive disciplinary infractions an alternate environment to earn high school credit.

The Renaissance Academy is built upon the following premises:

- Students need appropriate academic, social, and psychological interventions before expulsion is applied for minor to moderate disciplinary infractions (severe infractions will be handled on a case by case basis).
- A smaller school setting where instruction is focused on 1-2 subjects at a time helps some students master the skills they need to earn high school credits.
- Curriculum is centered on core academic courses (English, math, science, and social studies) 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 after their educational opportunities have been removed due to behavioral problems in the schools or the community.

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 | ● Architecture and construction |
| ● Education and training | ● Transportation, distribution and logistics |
| ● Business management and administration | ● Science, technology, engineering, mathematics |
| ● Finance | ● Health science |
| ● Hospitality and tourism | ● Human services |
| ● Information technology | ● Law, public safety and security |
| ● Marketing sales and service | ● Government and public administration |
| ● Agriculture, food and natural resources | |

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.





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 (i.e., 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

A chart illustrating the district curriculum framework is included in this guide. The following section contains samples of IGP templates that identify the courses required for majors.

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
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

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

Student Signature Date

Parent/Guardian Signature Date

Counselor Signature Date

White Copy - School

Yellow Copy - Parent

Rock Hill School District Three Curriculum Framework

School of Arts & Humanities

Arts and Humanities Cluster

- Digital Art and Design
- Journalism and Mass Communication
- Foreign 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

School of Business Management & Information Systems

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

School of Math, Science, Engineering, & Industrial Technologies

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
- Small Engine Technology
- Logistics and Distribution

Science, Technology, Engineering & Mathematics Cluster

- Engineering
- Math
- Science (Biology)
- Science (Physical Science)

School of Health & Human Services

Health Science Cluster

- Health Science
- Health & Wellness
- Sports Medicine
- Nutrition

Human Services Cluster

- 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	Extended Learning Options Related to Major
Choose four of the following: Digital Art and Design 1: Design Foundations Digital Art and Design 2: Photography & Digital Art Digital Art and Design 3: Introduction to Animation Digital Art and Design 4: Visual Effects	Digital Multimedia, Web Page Design Digital Desktop Publishing Media Technology: Studio Production Media Technology: Video Production Media Technology: Adv. Video Production Graphics Output & Design 1 Graphics Output & Design 2 Mobile Apps Development Art 1-4 Advertising <i>Fine Arts & ROTC courses complement all majors</i>	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	Extended Learning Options Related to Major
Journalism 1 Journalism 2 Journalism 3 <u>Choice of one of the following:</u> Journalism 4 Creative Writing 1 & 2 Yearbook Productions Video Productions Digital Desktop Publishing	English IV honors English AP/IB or English 101 20 th Century Topics IB <i>Fine Arts & ROTC Courses Complement all Majors</i>	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 Math, Science, Engineering and Industrial Technologies

Cluster of Study: Architecture & Construction

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 2 (1 credit) Collision Repair and Refinish 3 (2 credits)	Automotive Technology 2 (2 credits) Automotive Technology 3 (2 credits) Welding 1 (2 credit) Welding 2 (2 credit) <i>Fine Arts and ROTC Courses Complement all Majors</i>	Job Shadowing Career Mentoring Internship Cooperative Education • PACE + ST3 (ICAR)
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: Small Engine Technology

Required Courses for Major (Four credits required)	Complementary Coursework	Extended Learning Options Related to Major
Introduction to Transportation Small Engine Tech 2 (1 credit) Small Engine Tech 3 (2 credits)	Welding 1 (2 credits) Lawn & Turf Automotive Technology 2 and/or 3 Electricity 2 <i>Fine Arts and ROTC Courses Complement all Majors</i>	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

NINTH GRADE COURSE DESCRIPTIONS

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.

• 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.

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 RECOMMENDED: English 1 credit

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

• **Creative Writing 2**

303202CW

PREREQUISITE: Creative Writing 1

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

• **Speech and Communication**

304000CW

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

MATHEMATICS

Four units for math are required for graduation.

• **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**

411700CW

PREREQUISITE: Foundations in Algebra

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 in earlier grades in areas such as algebraic thinking, statistics, data analysis, and proportional reasoning. 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

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. **A State End of Course test will be given that will count 20% of the final grade.**

• **Algebra 2 – Honors**

411590HW

PREREQUISITE: Algebra 1 8th grade with a grade of 85 or better

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 may be added by the instructor to enrich and prepare students for higher level mathematics in the AP and IB programs.

SCIENCE

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

• **Biology 1 – CP**

322100CW

An introductory laboratory-based course 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.**

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.

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

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. Students may be allowed to take the Advanced Placement exam at the end of the course. Students at Northwestern and Rock Hill High School may take **Human Geography Advanced Placement**, course number **337900AW**.

• 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.

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.)

HEALTH EDUCATION

• Healthy Lifestyles

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 foreign language.

It is strongly recommended that all college bound students complete three units of a foreign 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 foreign language OR who have previous experience studying the language. 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—Accelerated

361290CW

PREREQUISITE: French 1 Accelerated or French 1 in middle school with an 85 or higher average

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 foreign 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

• 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.

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• 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 foreign language OR who have previous experience studying the language. 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 Accelerated**

365290CW

PREREQUISITE: Spanish 1 Accelerated or Spanish 1 in middle school with an 85 or higher average.

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 foreign 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.

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.

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).

• **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.

• **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.

• **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.

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.

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.

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.

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.

ORCHESTRA/GUITAR

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.

• **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.

AEROSPACE EDUCATION

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

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 either 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:

AEROSPACE 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

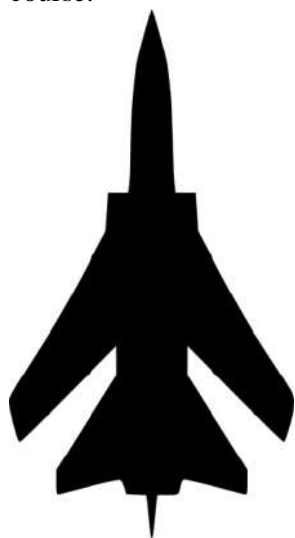
AS 300: Exploring Space: The High Frontier. This is a course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance,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

• Family and Consumer Sciences 1

580800CW

Students must furnish their own supplies.

A comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project-based instruction provides students with opportunities to utilize higher order thinking, communication, and leadership skills impacting families and communities. Concepts incorporate personal development, healthy lifestyles, child development, family life, and consumer awareness into a rigorous and relevant curriculum.

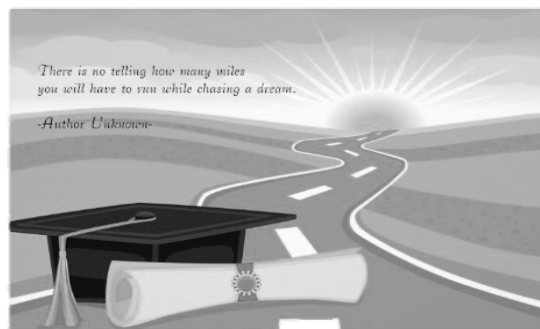
ADDITIONAL ELECTIVES

• 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.



Criteria for Qualification for the Occupational Diploma:

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.

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 student will receive this diploma in addition to a South Carolina Certificate of Attendance.
2. Although this diploma is recognized locally, students and/or families who relocate *may* find that the Rock Hill School District Occupational Diploma is an unrecognized credential.
3. Many states in our nation have state-recognized diplomas and curricular requirements similar to those outlined in our Occupational Diploma 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 Diploma 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 Diploma 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

OCCUPATIONAL DIPLOMA COURSE DESCRIPTIONS

ENGLISH/LANGUAGE ARTS

9th Grade: *Employment English 1*

39991209

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.

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.

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.

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.

MATHEMATICS

9th Grade: *Job Skills Math 1*

39991409

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.

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.

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.

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.

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.

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

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.

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.

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.

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

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.

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.
- Students who complete four credits in certain programs of study may sit for an end of program assessment that is aligned with a related industry certification.

HEALTH & HUMAN SERVICES

• 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.***

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.

• **Drafting 1 – Introduction to Drafting and Pre-engineering**

617000CW

This course meets the computer literacy graduation requirement.

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 fields. The student will gain a better understanding of the different fields by exploring the various disciplines of engineering. Drafting I provides the student with an overview of engineering concepts such as field sketches, manual drafting, AutoCAD 2D Design software, Inventor Mechanical 3D Design software and Revit Architectural 3D software.

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.

• **Logistics and Distribution 1 – Introduction**

619001CW

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.

AGRICULTURAL SCIENCE

• **Greenhouse and Garden Center / Greenhouse and Nursery Management**

567200CW

This class is for students who are interested in learning how to grow and market plants for retail centers. The units will cover plant identification, environmental requirements, insect and disease control, greenhouse facilities and plant science. Students will be required to assist in propagating plants and growing crops from seed to sell to the public. Students will have the opportunity to work in the school's two modern greenhouses to supplement classroom instruction.

INFORMATION & COMMUNICATION TECHNOLOGY

• **Digital Art and Design 1: Design Foundations**

612000CW

This course meets the computer literacy graduation requirement.

This course introduces students to the Mac computer as a tool to create page layout, vector art, and digital design. Industry standard software is taught and will focus on vector art using Bezier curves, color theory, typography, elements and principles of design. 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, web developers, mobile app creation, and graphic designers.

