HIGH SCHOOL COURSE CATALOG
2024 - 2025

ROCK HILL Schools

2024-25 Rock Hill High School Course Catalog published July 2024

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For general questions related to this catalog, please contact
the guidance department at your high school.

ROCK HILL Schools

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Dear Class of 2028,

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

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

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

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

Sincerely,

Thomas Schmolze

Dr. Thomas Schmolze
Superintendent

Rock Hill Schools High School Course Catalog 2024-2025

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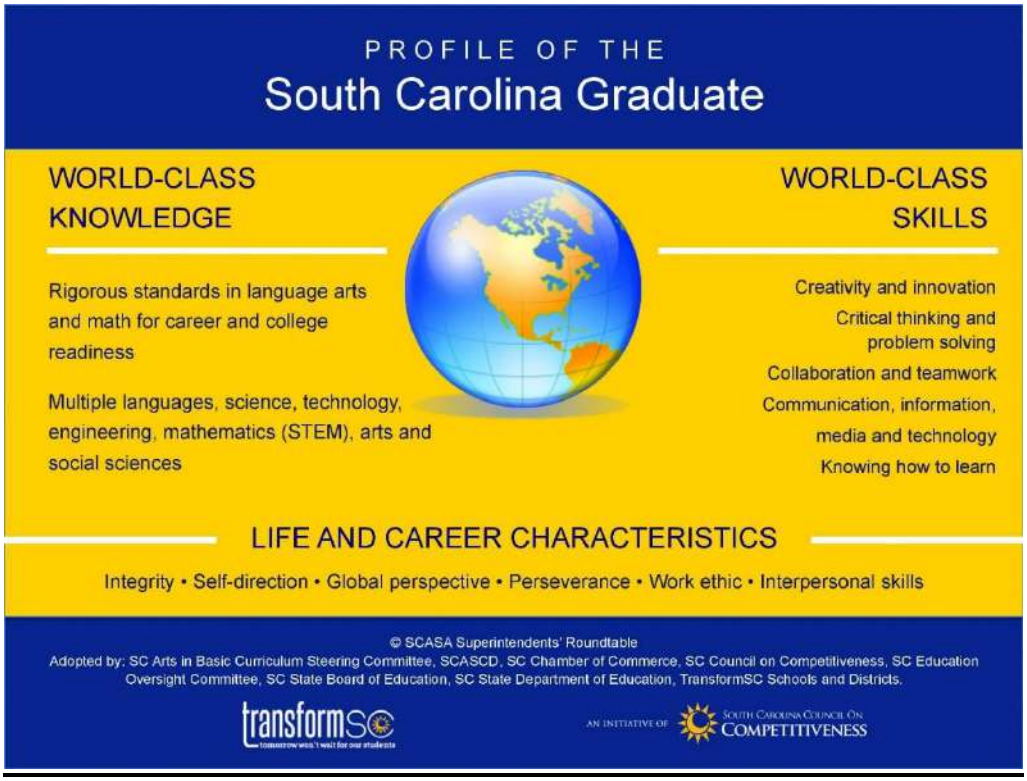
PURPOSE OF THE COURSE CATALOG

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



Source: South Carolina Department of Education (2018)

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

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

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

REGISTRATION

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

SCHEDULE CHANGES

Students are encouraged to choose courses carefully during the registration period. Students receive a verification form of their requests following the completion of the registration process. The verification form allows students to review their requests and make any appropriate changes prior to a deadline. Once the master schedule is defined, if there are conflicts with the courses students selected or if courses are dropped

due to small numbers, students should submit a request for course change complete with parent signature to the school guidance office.

No preference changes are made after the school's schedule change deadline. Schools announce this deadline during registration. Changes are made if final grades, summer school, 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 fifth day may receive a grade of WF, which calculates as an F in the overall GPA.

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

RETAKING A COURSE

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

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

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

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

CONTENT RECOVERY

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

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

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

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

CREDIT RECOVERY

Students who fail a course may not have to retake the entire course again to earn credit. Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade between 50 and 59 in the initial credit course or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

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

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

PROMOTION AND RETENTION

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

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

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

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

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

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

- Three English credits
- Three math credits
- Two science credits
- Two social studies credits

Eight additional credits

STATE ASSESSMENTS IN HIGH SCHOOL

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

All students must earn the required number of prescribed units.

COMMENCEMENT EXERCISES

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

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

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

HONOR GRADUATES

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

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

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

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

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

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

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

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

SOUTH CAROLINA SEALS OF DISTINCTION

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

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

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

GRADE POINT AVERAGE (GPA)

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

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

CLASS RANK

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

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

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

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

ATHLETIC ACADEMIC ELIGIBILITY

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

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

SOUTH CAROLINA UNIFORM GRADING SCALE CONVERSION CHART

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

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

CAREER PLANNING AND INDIVIDUAL GRADUATION PLANS

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

RHS FRAMEWORK OF CAREER CLUSTERS AND MAJORS

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

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

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

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

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

FREQUENTLY ASKED QUESTIONS (FAQs)

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

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

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

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

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

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

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

INDIVIDUAL GRADUATION PLAN (IGP)

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

DEVELOPING THE IGP

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

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

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

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

Ninth Grade
- Students choose a cluster of study to explore.
- Students may declare a major, focusing their elective choices in a particular area.*

- Students have the opportunity to participate in career shadowing.
- Students review and update their IGP developed in the eighth grade.

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

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

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

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

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

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

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

SUPPORT RESOUCES FOR PLANNING THE IGP

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

Career Information Delivery Systems

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

Internet

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

SCOIS

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

PSAT

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

ASVAB

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

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

Rock Hill Schools Individual Graduation Plan (IGP) Worksheet

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

Academy/School of Study (Optional): _____

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

_____
Declare only ☐ Intend to Complete ☐

Career Goal: _____

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

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

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

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

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

_____
Counselor Signature **Date**

COLLEGE PLANNING

COLLEGE ADMISSIONS FACTORS

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

1. Select coursework that meets college entrance requirements.

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

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

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

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

CHOOSING THE RIGHT COLLEGE

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

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

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

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

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

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

7. Fine-tune your list.

8. Ask for teacher/counselor recommendations.

9. Submit applications through the guidance office or online.

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

COLLEGE COURSE REQUIREMENTS

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

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

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

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

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

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

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

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

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

Note:

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

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

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

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

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

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

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

ACT

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

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

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

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

SAT

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

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

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

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

TECHNICAL COLLEGE PLACEMENT TESTS

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

EDUCATIONAL LOTTERY SCHOLARSHIPS

General Eligibility Criteria Scholarships and Grants

To be eligible for South Carolina Scholarships and Grants, students:

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

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

Palmetto Fellows Scholarship

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

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

- Score at least 1200 on the SAT or 25 on the ACT by the November test administration, earn a

minimum 3.50 cumulative GPA using the SC Uniform Grading Policy (UGP) at the end of the junior year, and rank in the top six percent of the class at the end of the tenth, eleventh, or twelfth grades.

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

Students cannot use these criteria to meet final award criteria.

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

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

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

Life Scholarship

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

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

1. Earn at least a 3.0 cumulative GPA based using the UGP upon high school graduation.
2. Rank in the top 30 percent of the graduating class.
3. Score at least 1100 on the SAT or 22 on the ACT through June of the senior year. Only the math and critical reading scores of the SAT may be included.

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

Students must be South Carolina residents at the time of graduation and college enrollment. LIFE scholarship awardees may not be recipients of Palmetto Fellows, HOPE or Lottery Assistance. Colleges and universities may charge additional fees not covered by the Life Scholarship. There are no applications for LIFE or HOPE Scholarships. Eligible institutions notify students if they qualify for the Scholarship.

The Enhanced Life and Palmetto Fellows Scholarships

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

Hope Scholarship

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

Initial Eligibility Requirements:

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

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

ADVANCED STUDIES

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

ADVANCED PLACEMENT (AP)

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

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

What Makes AP Unique?

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

Who Should Participate in AP Courses?

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

What Advanced Placement courses are available?

Please note that course offerings are enrollment-dependent; therefore, every course may not be available at every high school. Some of the available IB courses include the following. Please speak to your school's AP

Coordinator or your guidance counselor to discuss the full range of courses and opportunities. AP Language and Composition

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

INTERNATIONAL BACCALAUREATE (IB)

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

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

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

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

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

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

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

There are fees associated with taking IB classes/exams.

What Makes IB unique?

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

Who Should Participate in the IB Diploma Programme?

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

What International Baccalaureate courses are available?

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

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

DUAL CREDIT

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

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

What makes dual credit unique?

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

Who should participate in dual credit courses?

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

Are there fees and material costs?

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

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

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

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

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

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

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

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

DUAL CREDIT THROUGH ACCELERATE

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

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

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

DUAL CREDIT THROUGH PROJECT LEAD THE WAY (PLTW)

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

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

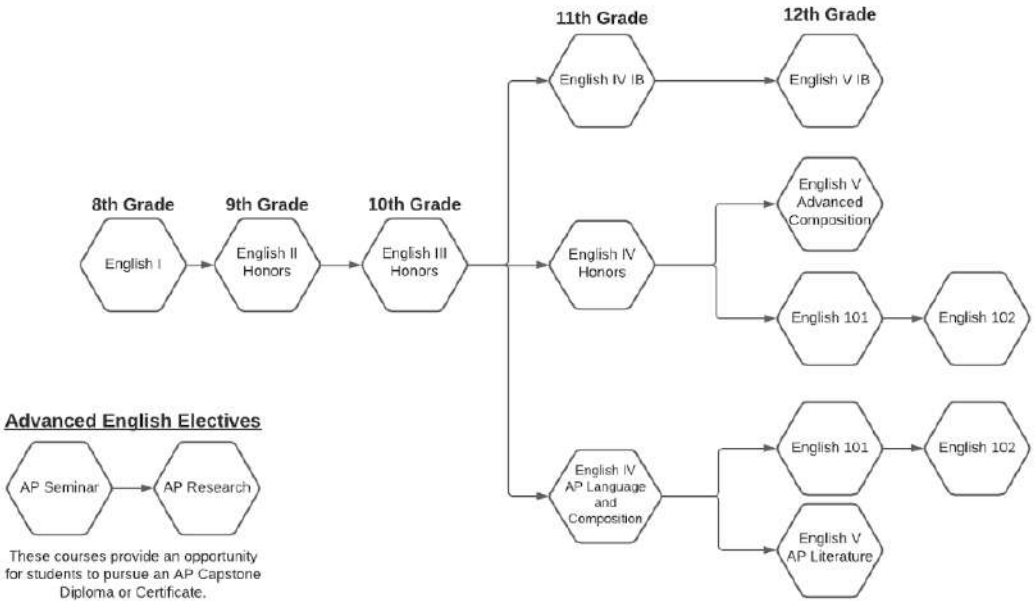
As with all courses, school offerings are dependent upon the availability of certified teachers and student enrollment in a course. Therefore, not all courses will be offered at every high school. Fees may be charged by partner universities for college credit.

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

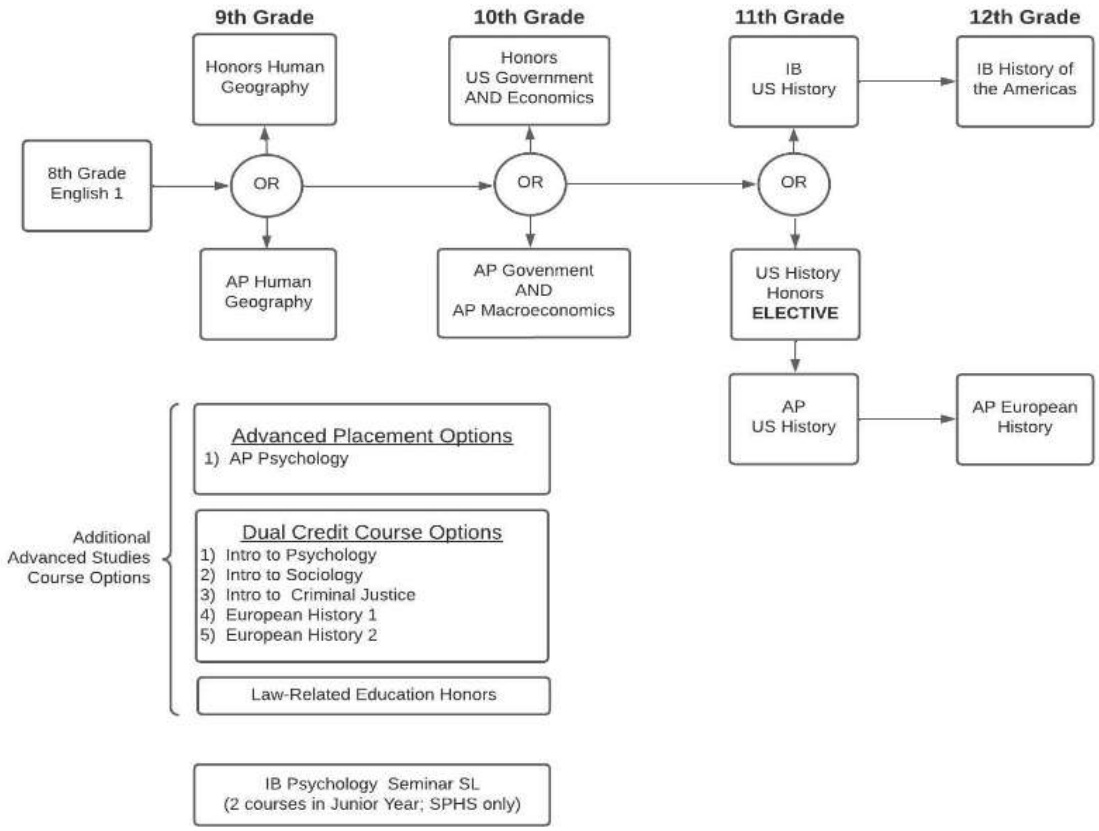
ADVANCED STUDIES SUMMARY

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

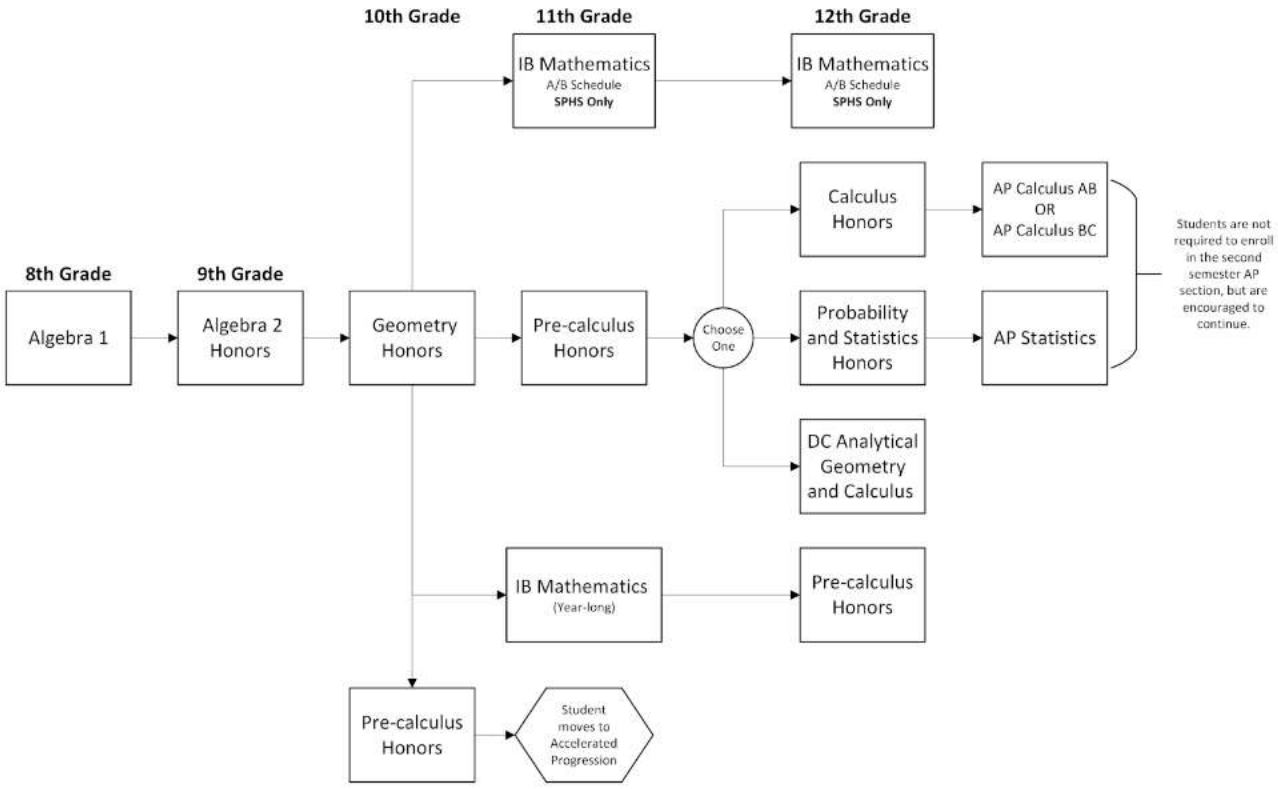
ENGLISH PROGRESSION FOR ADVANCED STUDIES



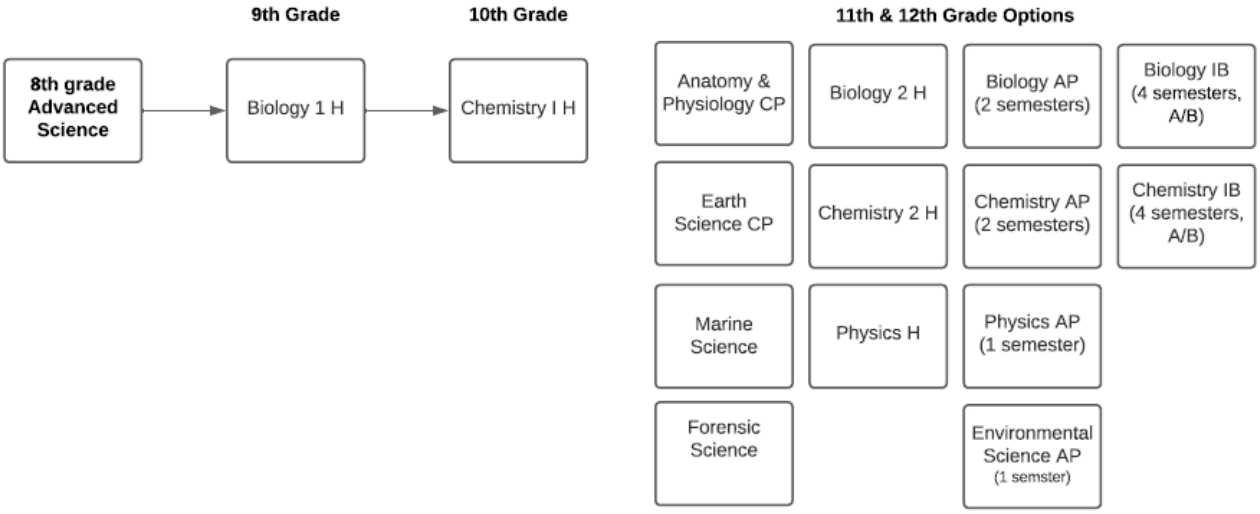
SOCIAL STUDIES PROGRESSION FOR ADVANCED STUDIES



MATH PROGRESSION FOR ADVANCED STUDIES



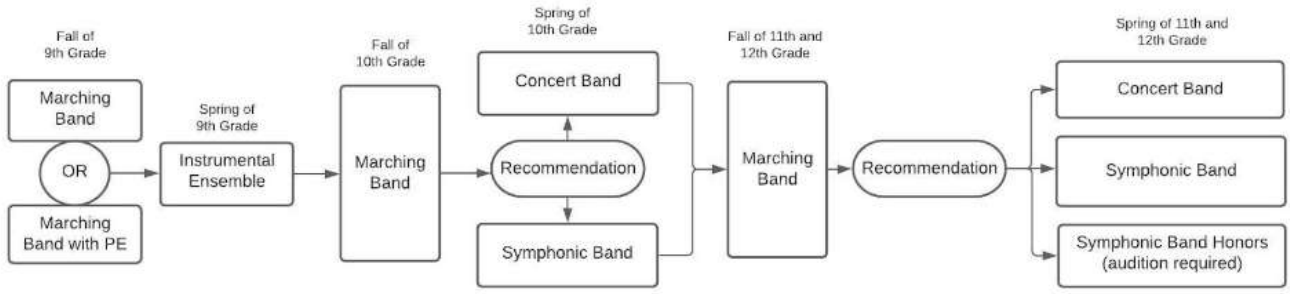
SCIENCE PROGRESSION FOR ADVANCED STUDIES



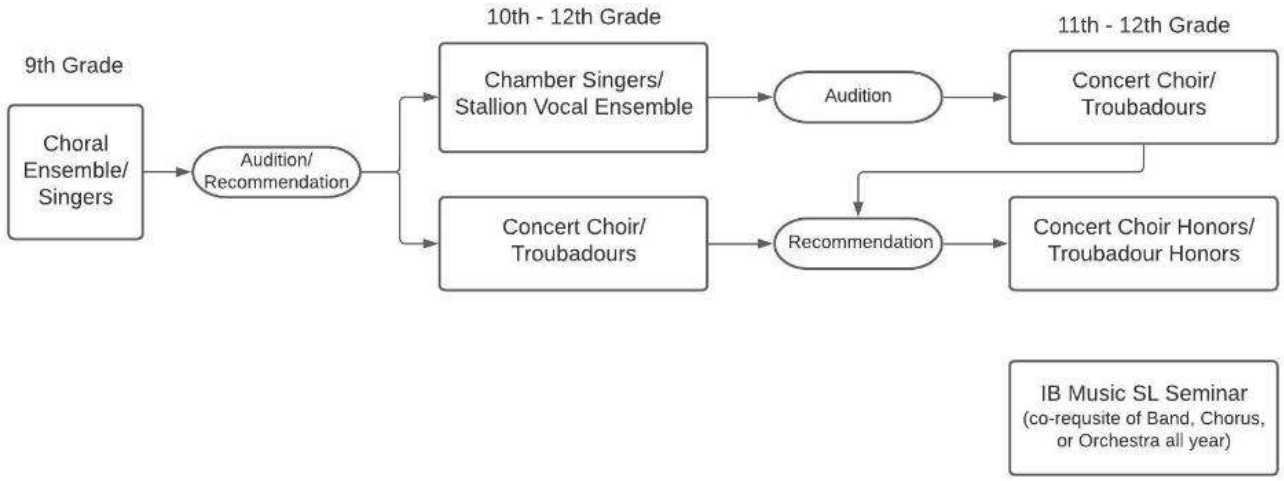
FINE ARTS PROGRESSION FOR ADVANCED STUDIES

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

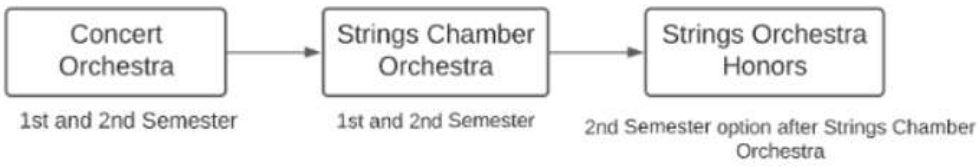
Band



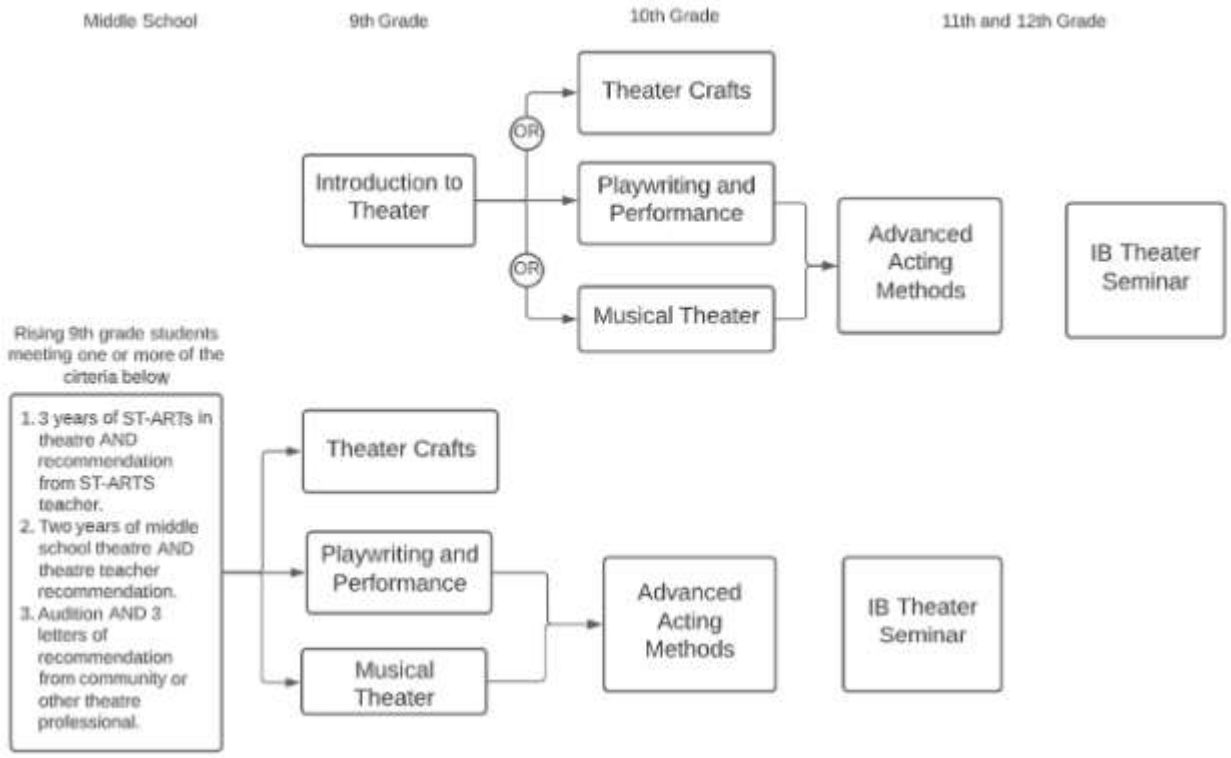
Chorus



Orchestra

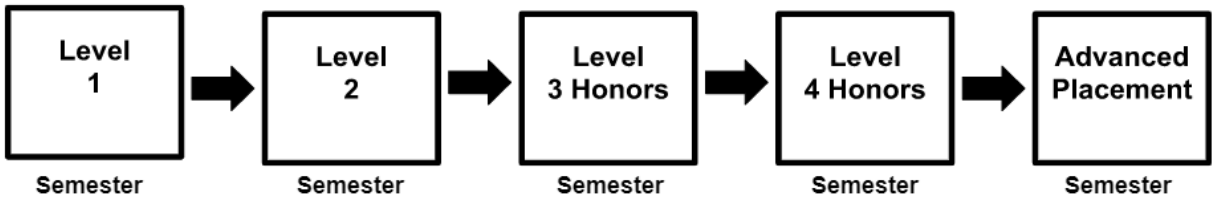


Theatre

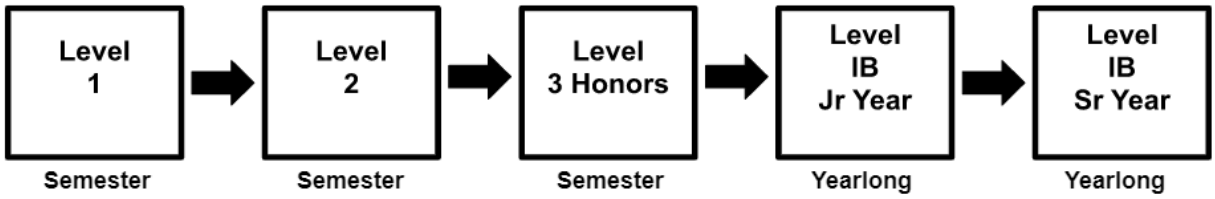

Middle School
9th Grade
10th Grade
11th and 12th Grade
Theater Crafts
OR
Introduction to Theater
Playwriting and Performance
OR
Musical Theater
Advanced Acting Methods
IB Theater Seminar
Rising 9th grade students meeting one or more of the cirteria below
1. 3 years of ST-ARTs in theatre AND recommendation from ST-ARTS teacher.
2. Two years of middle school theatre AND theatre teacher recommendation.
3. Audition AND 3 letters of recommendation from community or other theatre professional.
Theater Crafts
Playwriting and Performance
Musical Theater
Advanced Acting Methods
IB Theater Seminar

WORLD LANGUAGES PROGRESSION FOR ADVANCED STUDIES

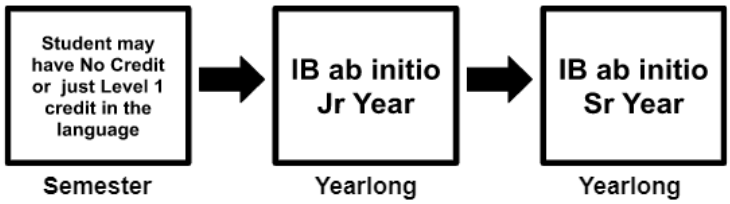
Pathway 1
Students should graduate high school with a SC High School Diploma, Advanced Placement (AP) credit, and a SC Seal of Biliteracy in the studied language. It is important to note that the Level 4 course is currently optional; however, it is **strongly recommended** for students who desire to take AP language courses because the first three themes are covered in this course.
Applicable Languages: French, Mandarin, Spanish



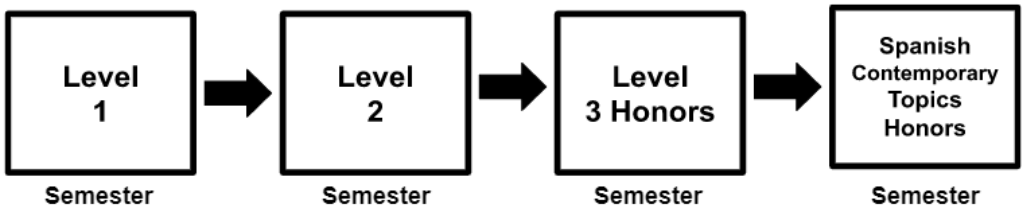
Pathway 2
Students should graduate high school with a SC High School Diploma, an IB Diploma (or Certificate), and a SC Seal of Biliteracy in the studied language. Level 3 is strongly recommended; however, it is not a requirement. Please note that a strong appeal should be made to non-native speaking students to take level 3 to increase their chances of success in the IB program.
Applicable Languages: French, Spanish



Pathway 3
Students should graduate high school with a SC High School Diploma and an IB Diploma (or Certificate) in the studied language. Taking any level course in the language is not required.
Applicable Languages: French and Spanish



Pathway 4
Students should graduate high school with a SC High School Diploma and a SC Seal of Biliteracy in the studied language. It is important to note that the first three levels of the language **are required** to take the Spanish Contemporary Topics Honors course.
Applicable Languages: Spanish



ALTERNATIVE LEARNING PROGRAMS

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

ASPIRE ACADEMY

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

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

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

RAVEN ACADEMY

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

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

HIGH SCHOOL CHOICE PROGRAMS

STEAM

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

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

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

DUAL LANGUAGE IMMERSION

Research supports that language learning has many added benefits.

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

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

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

ROCK HILL VIRTUAL ACADEMY

Beginning in the 2020-21 school year, Rock Hill Schools offers learning opportunities for middle and high school students in an entirely virtual classroom environment.

The Rock Hill Virtual Academy can be a great fit for independent, self-motivated students who enjoy the benefits of learning in a flexible environment, from home, while still having access to certified teachers and a challenging curriculum.

Teachers in the Virtual Academy provide face-to-face (synchronous) instruction via Zoom in concert with digital coursework for asynchronous learning through computer-based platforms.

ENGLISH LANGUAGE ARTS

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

• English 1 **302400CW**

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

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

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

• English 2 **302500CW**

PREREQUISITE: English 1.

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

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

PREREQUISITE: English 1.
Students will be placed in these two courses by teacher recommendation.

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

• English 2 Honors **302590HW**

PREREQUISITE: English 1 in eighth grade with minimum average of 80.

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

• English 3 **302600CW**

PREREQUISITE: English 2.

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

• English 3 Honors **302690HW**

PREREQUISITE: English 2 Honors with minimum average of 80.

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

• English 4 **302700CW**

PREREQUISITE: English 3.

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

• English 4 Honors **302790HW**

PREREQUISITE: English 3 Honors with minimum average of 80.

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

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

PREQUISITE: English 3 Honors with minimum average of 80.

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

• IB Language A: Literature HL 1 (previously English 4 IB) **301B00IW**

PREREQUISITE: English 3 Honors.

Begins a two-year course that encourages a personal appreciation of literature and develops an understanding of the techniques involved in literacy criticism; develops the students' powers of expression, both in oral and

written communication, and provides the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations; introduces students to a range of literary works of different periods, genres, styles, and contexts; broadens the students' perspective through the study of works from other cultures and languages; develops the ability to engage in close, detailed analysis of written text; and promotes in students an enjoyment of, and lifelong interest, in literature. **It is taught on an A/B day and is paired with IB US History in the junior year.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• English 5 AP Literature **307000AW**

PREREQUISITE: English 4 IB or English 4 AP Language and Composition.

Offers advanced work in literature and composition. Students study British and American fiction, poetry, drama, and nonfiction and write literary analyses of the literary works studied. State regulations require AP students to take the College Board administered exam. **This course is taught on an A/B schedule during the senior year and is paired with the AP European History Course.**

• IB Language A: Literature HL 2 (previously English 5 IB) **301C00IW**

PREREQUISITE: IB Language A: Literature HL 1.

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

• English 5 Advanced Composition **303000HW**

PREREQUISITE: English IV H with recommended with minimum average of 80.

This course is designed for students who desire instruction in college-level writing. Students write in a variety of rhetorical modes including cause/effect, comparison/contrast, analysis, and argumentation. In addition, the course provides an intensive study of rhetoric in multiple genres of texts. The course emphasizes critical reading, grammar, and vocabulary. Students will complete a research project, and complete parallel reading assignments.

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

ENGLISH LANGUAGE ARTS ELECTIVES

• English as a Second Language **First Semester 379950CW**
Second Semester 379951CW

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

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

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

• The Bible as Literature **309921CW**

PREREQUISITE: English 2 Honors or higher.

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

• Creative Writing 1 **303200CW**

HIGHLY RECOMMEDED: English 1 credit.

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

• Creative Writing 2 **303202CW**

PREREQUISITE: Creative Writing 1.

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

• Speech and Communication **304000CW**

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

• Journalism 1 **305000CW**

PREREQUISITE: B average in English recommended.

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

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

PREREQUISITE: Journalism 1 or Applied Technology Center Graphic Arts and Visual.

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

• Broadcast Journalism **305102CW**

PREREQUISITE: Journalism 1 and teacher recommendation.

This course provides students with training in the areas of news writing, video production, radio production, and recording arts. Students are selected through an application and interview process. Members of the class

will produce the morning show and work on other special projects related to journalism and public relations at the school level. **Teacher recommendation, interview, and presentation of sample(s) of work are required.**

• Journalism 3 Honors - Newspaper Production 309903HW
PREREQUISITE: Journalism 2 and teacher recommendation.
Covers the production of the newspaper. Students will provide training to other student staff members, edit peer work, serve as section editors, design layout, and lead staff meetings. **Teacher recommendation, interview, and presentation of sample(s) of work are required.**

• Journalism 4 Honors - Newspaper Production 309904HW
PREREQUISITE: Journalism 3 Honors and teacher recommendation.
This course will be offered to students who have completed Journalism 1, 2, and 3 have been recommended for this honors level newspaper class. Emphasis will be on developing effective leadership and decision-making skills that are grounded in the journalists' code of ethics and First Amendment law. Students will submit a portfolio assessment aligned with state and national standards.
Teacher recommendation, interview, and presentation of sample(s) of work are required.

• Yearbook Production First Semester 305400CW
Second Semester 305401CW
PREREQUISITE: Application, interview and yearbook advisor approval.
Open to tenth-twelfth graders, the yearbook program incorporates aspects of mass communications and journalism including, but not limited to, interviewing, copywriting, copy editing, reporting, layouts, photography, digital editing, marketing, and financials. This course requires a significant amount of time and dedication outside the classroom as well as a strong sense of leadership, initiative, and teamwork. **Students must be enrolled in this course to be on the yearbook staff.**

MATHEMATICS

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

• 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.

• Algebra Applications **319901CW**

PREREQUISITE: Foundations in Algebra.

This course is designed to remediate and strengthen algebraic skills essential to student success in future math courses. With a dynamic focus on applications of mathematics in real world contexts, students will engage in a variety of approaches to bring meaning to the content. Topics include linear functions, systems of linear equations, sequences and series, exponential functions, operations with polynomials, radicals, and quadratic functions. The course integrates curriculum from both the Foundations of Algebra and Intermediate Algebra courses. This will be an elective course and will not count as a math credit towards graduation.

• 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 introduces some Algebra 2 concepts such as complex numbers and rational functions. The Key Concepts in this course are: number and quantity; function theory; polynomials; quadratic equations and functions; radical functions; and statistics. Upon completion of the Foundations in Algebra/ Intermediate Algebra two-course sequence, students must take the state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) administered at the completion of the second course, Intermediate Algebra. **The state-mandated Algebra 1 End-of-Course assessment (Algebra 1 EOCEP) will be administered that will count 20 percent of the final grade.**

• Algebra 1 **411400CW**

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

• Algebra 2 **411500CW**

PREREQUISITE: Algebra 1 or Intermediate Algebra.

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

• Algebra 2 Honors **411590HW**

PREREQUISITE: Algebra 1 eighth grade with a grade of B or better recommended.

Honors Algebra 2 students study all the topics included in Algebra 2. They also study additional topics, like the Binomial Theorem. The course includes an intense study of the following mathematical concepts: linear relations and functions, systems, functions, radicals, quadratics, polynomial/rational functions, conics, logs and exponents, and sequences and series. The honors curriculum places an emphasis on critical thinking and inductive reasoning. Additional topics will be added by the instructor to enrich and prepare students for higher level mathematics in the AP and IB programs.

• Geometry **412200CW**

PREREQUISITE: Algebra 1 or Intermediate Algebra.

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

• Geometry Honors **412290HW**

PREREQUISITE: Algebra 2 Honors.

Honors Geometry students study all the topics included in Geometry (such as congruence and similarity, properties of triangles and quadrilaterals, the Pythagorean Theorem, and the development of formal proofs). Honors students will study additional topics including triangle centers, the Unit Circle, Law of Sines, and Law of Cosines.

• Financial Algebra **41C000CW**

PREREQUISITE: Geometry.

Financial Algebra introduces students to the fundamentals of personal finance, which include budgeting, credit and lending processes, maintaining accounts, evaluating investments, managing financial risk, computing taxes, and analyzing the basic elements of finance. Students will be exposed to the tools and knowledge to make sound financial decisions for life while learning important algebra content and skills.

• Algebra 3 **411300CW**

PREREQUISITE: Algebra 2 and Geometry.

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

• Pre-Calculus **413100CW**

PREREQUISITE: Algebra 2 and Geometry.

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

• Pre-Calculus Honors **413100HW**

PREREQUISITE: Algebra 2 Honors and Geometry Honors

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

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

PREREQUISITE: Algebra 2 Honors and Geometry Honors.

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

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

PREREQUISITE: Algebra 2 Honors and Geometry Honors.

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

• Calculus Honors **First Semester 413500HW**

PREREQUISITE: Pre-Calculus, Pre-Calculus Honors, IB Mathematics Applications SL 1, or IB Mathematics Analysis SL 1.

Includes properties of functions (algebraic, trigonometric, exponential, logarithmic) limits, derivatives, and applications of derivatives. This course also includes techniques of integration, the definite integral, and applications of the integral. This course is the first part of the AP Calculus course.

• AP Calculus AB **Second Semester 417000AW**

PREREQUISITE: Calculus Honors or Math SL.

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

• AP Calculus BC **417200AW**

PREREQUISITE: Calculus Honors or Math SL.

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. State regulations require AP students to take the College Board administered exam.

• Probability and Statistics **414100CW**

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

• Probability and Statistics Honors **414090HW**

PREREQUISITE: Algebra 2.

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

• AP Statistics **417100AW**

PREREQUISITE: Probability and Statistics Honors.

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

SCIENCE

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

• Biology 1 **322100CW**

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

•Biology 1 Honors **322190HW**

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

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

• Physical Science **321100CW**

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

• Physical Science Honors **321190HW**

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

• Integrated Science **321000CW**

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

• Biology 2 **322201CW**

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

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

• Biology 2 Honors **322200HW**

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

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

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

Second Semester 327200AW

PREREQUISITE: Biology I and Chemistry I with at least a B average.

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

• IB Biology SL 1 **322D00IW**

PREREQUISITE: Biology 1 and Chemistry 1. Honors suggested.

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

• IB Biology SL 2 **322A00IW**

PREREQUISITE: IB Biology SL 1.

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

• IB Biology HL **HL 1 - 322B00IW**

HL 2 - 322C00IW

PREREQUISITE: Biology 1 and Chemistry 1. Honors suggested.

A two-course series that constitutes the International Baccalaureate (IB) requirements. It is taught on a year-long A/B schedule and is paired with another IB course. The topics studied include cells, biochemistry,

genetics, nucleic acids and proteins, biotechnology, plant physiology, photosynthesis and cellular respiration, ecology and conservation, biological evolution and classification, and human physiology. Topics studied for HL go into more depth than in an SL course. An option topic will be selected from neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, or human physiology. There is also a laboratory component to the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• Chemistry 1 **323100CW**

PREREQUISITE: Algebra. Recommended: Physical Science.

This laboratory science course provides an introduction to the basic concepts and laboratory experiences which includes scientific inquiry, atomic structure and nuclear processes, chemical compounds and reactions, phases of matter and chemical solutions.

• Chemistry 1 Honors **323190HW**

PREREQUISITE: Algebra 2 Honors with at least a C average or teacher recommendation.

This laboratory science course that provides an introduction to the basic concepts and laboratory experiences which will prepare students for advanced study in the sciences. Topics include scientific inquiry, atomic structure and nuclear processes, chemical compounds and reactions, phases of matter and chemical solutions.

• Chemistry 2 Honors **323200HW**

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

This laboratory science provides a more detailed study of the basic chemical concepts included in Chemistry 1. Topics include atomic structure, stoichiometric calculations, thermochemistry, electrochemistry, periodic relationships, and reaction types. Students will learn about both organic and nuclear chemistry with an extensive series of laboratory experiments, including qualitative analysis, to supplement classroom instruction.

• AP Chemistry (2 courses over 1 year) **First Semester 327390 HW**
Second Semester 327300AW

PREREQUISITE: Chemistry 2 Honors, Algebra 2, and Geometry with at least a B average.

This laboratory science course includes the topics covered in the first two semesters of chemistry at most colleges and universities. Study topics include stoichiometry, chemical reactions, atomic theory, periodicity, bonding, states of matter, thermochemistry and thermodynamics, kinetics, equilibrium, acids and bases, electrochemistry, nuclear reactions, qualitative analysis, and organic chemistry. The course has a significant laboratory component, and students will develop the ability to design and implement scientific investigations. Students receive 2 credits: Chemistry 2 Honors and AP Chemistry. State regulations require AP students to take the College Board administered exam.

• IB Chemistry SL 1 **323D00IW**

PREREQUISITE: Biology 1 and Chemistry 1. Honors suggested.

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

• IB Chemistry SL 2 **323A00IW**

PREREQUISITE: IB Chemistry SL 1.

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

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

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

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

• Physics **324100CW**

PREREQUISITE: Algebra 1 and Geometry. Recommended: Algebra 2.

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

• Physics Honors **324100HW**

PREREQUISITE: Geometry and Pre-Calculus (recommended).

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

• AP Physics I **328200AW**

PREREQUISITE: Algebra 2 and Geometry.

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

• Anatomy and Physiology **326300CW**

PREREQUISITE: Biology 1 and Chemistry 1.

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

• Anatomy and Physiology Honors **326300HW**

PREREQUISITE: Biology 1 Honors and Chemistry 1 Honors.

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

• Earth and Space Science **326500CW**

PREREQUISITE: Biology 1.

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

• Environmental Science **326100CW**

PREREQUISITE: Biology 1.

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

• AP Environmental Science **327700AW**

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

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

• Marine Science **322500CW**

PREREQUISITE: Biology 1.

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

• Introduction to Forensic Science **324500CW**

PREREQUISITE: Biology 1 and Chemistry 1.

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

• Clean Energy Systems **638000CW**

Southeastern Regional Education Board (SREB) course.

Part of the South Pointe High School STEAM Clean Energy Pathway.

PREREQUISITE: Principles of Engineering.

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

• Clean Energy Applications **638100CW**

Southeastern Regional Education Board (SREB) course.

Part of the South Pointe High School STEAM Clean Energy Pathway.

PREREQUISITE: Clean Energy Systems.

This course builds on the foundation of CES Course 1 and introduces nuclear power, geothermal energy, steam generation, fuel cells, waterpower, alternating and direct current (AC/DC), power generation, heat transfer, and the laws of thermodynamics. In addition, students now use chemical and thermal energy principles to create, store and use energy efficiently to power a variety of mechanical and electrical devices. Students engage in a variety of hands-on design projects to demonstrate principles using advanced technology hardware and software.

• Clean Energy Strategies **638200CW**

Southeastern Regional Education Board (SREB) course.

Part of the South Pointe High School STEAM Clean Energy Pathway.

PREREQUISITE: Clean Energy Applications.

Students in this course utilize applicable skills from the foundational courses to tackle challenges associated with the implementation of clean energy technology. The hands-on projects encountered during this course will require students to address specific issues related to providing portable power in any situation, developing new energy storage systems, increasing the efficiency of the modem home, and designing more energy efficient buildings and homes.

• Clean Energy Innovations **638310HW**

Southeastern Regional Education Board (SREB) course.

Part of the South Pointe High School STEAM Clean Energy Pathway.

PREREQUISITE: Clean Energy Strategies or Clean Energy Applications.

The innovations course is the fourth and final course in the Clean Energy Technology Pathway Program. The course will provide students the opportunity to work independently with open-ended, problem-solving scenarios to create an original solution in the area of clean energy entrepreneurship or clean energy research

and development. Students will collaborate with a mentor to conduct applied research around a defined research problem, develop solutions, collect and analyze relevant data, evaluate their solutions, and present their findings in public venues and competitions.

SOCIAL STUDIES

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

• Human Geography **330700CW**

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

• Human Geography Honors **331090HW**

PREREQUISITE: English 1 in eighth grade with a minimum of 80.

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.

• AP Human Geography **337900AW**

PREREQUISITE: English 1 in eighth grade with a minimum of 80.

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

• World History **336000CW**

Students will study the history of the Modem World in grade ten, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modem World from 1300-1500, global affairs and interactions (1450- 1815), the rise of the new governments and competition in the global community (1815-1918), the emergence of new world powers (1885-1950), and the world from World War II to present day
(1933-present). Students will learn modern world history through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.

• U.S. Government **333000CH**

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

• U.S. Government Honors **333090HW**

PREREQUISITE: Human Geography with a minimum of 80.

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

• Economics **335000CH**

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

• Economics Honors **335090HH**

PREREQUISITE: Human Geography with a minimum of 80.

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

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

PREREQUISITE: PREREQUISITE: Honors or AP Human Geography with a minimum of 80.

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

• AP Macroeconomics **337400AW**

PREREQUISITE: Honors or AP Human Geography with a minimum of 80.

This course focuses on a college level study of macroeconomics concepts, including international trade, currency exchange, production possibilities and trade-offs, supply and demand, measures of economic performance, the circular flow of goods and services, fiscal and monetary policy, money and banking, productivity and unemployment, budget deficits and inflation, and supply/demand side economic policies. Students who choose to accept the challenge of this course should have a commitment to improving their skills through extensive reading, writing and independent study.

• Survey of Early American History **First Semester 339915CW**

This course counts as an elective.

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

• American History and the Constitution **Second Semester 332000CW**

Examines the Progressive Era, the Rise of Imperialism, the Great Depression, World Wars I and II, the Korean and Vietnam conflicts, Cold War and Post-Cold War developments in American History. This course should be

taken in the eleventh grade along with Survey of Early American History. **This course has a state-required End of Course test that will count for 20 percent of the final course average.**

• IB US History HL **336D00IW**

PREREQUISITE: English 3. ALSO RECOMMENDED: C average or English 3 Honors.
Students must also take IB History of the Americas.

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

• IB History of the Americas HL **336C00IW**

PREREQUISITE: IB US History HL.

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

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

PREREQUISITE: English 3 Honors with a minimum score of 80.

This course counts as an elective.

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

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

PREREQUISITE: English 3 Honors with a minimum score of 80.

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

• AP European History **337600AW**

PREREQUISITE: English 4 AP or IB.

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

• Psychology **334000CW**

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

• AP Psychology **437100AW**

PREREQUISITE: English or social studies teacher recommendation.

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

• IB Psychology 1 **334D00IW**

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

• IB Psychology 2 **334A00IW**

PREREQUISITE: IB Psychology 1.

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

• Sociology **334500CW**

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

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

Traces the historical development of world religions from 4000 B.C. through the 20th Century. This elective course explores the religious literature; major beliefs and practices; important leaders; and the effects of these

religions on history. The study of Hinduism, Buddhism, Christianity, Judaism, and Islam are included in this course.

• African American History **339921CW**

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

• Law-Related Education **333600CW**

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

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

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

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

HEALTH AND PHYSICAL EDUCATION

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

• Personal Health and Wellness **340200CH**

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

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

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

• Aerobics **344202CW**

PREREQUISITE: PE 1.

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

• Individual and Team Sports **344210CW**

PREREQUISITE: PE 1.

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

• Fundamentals of Coaching **349905CW**

PREREQUISITE: PE 1.

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

•Personal Fitness **344211CW**

PREREQUISITE: PE 1.

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

• Total Body Conditioning 1 **344310CW**

PREREQUISITE: PE 1.

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

Total Body Conditioning (Continuing)

PREREQUISITE: Preceding Total Body Conditioning course.

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

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

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

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

WORLD LANGUAGES

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

FRENCH

• French 1 **361100CW**

French 1 Introduces students to basic vocabulary, grammar, and culture through interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for describing.

• French 2 **361200CW**

PREREQUISITE: French 1.

Continues development of communication skills related to culture and cross-cultural understanding through interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for describing and narrating.

• French 3 Honors **361300HW**

PREREQUISITE: French 2.

Expands on previously-studied themes and elements of cross-cultural understanding to include exploration of issues and perspectives in French-speaking cultures. Instruction includes interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for narrating and explaining and are expected to use the studied language for at least 90 percent of the class period.

• French 4 Honors **361490HW**

PREREQUISITE: French 3 Honors.

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

• AP French **367100AW**

PREREQUISITE: French 3.

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

language exclusively in class. State regulations require AP students to take the College Board administered exam.

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

PREREQUISITE: French 2. French 3 or equivalent recommended.
These are two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors who plan to take the French IBSL course as seniors and who will take the IB exam in twelfth grade. This course is taught on a yearlong A/B schedule, paired with one other IB course. In this course students will explore topics related to identities, experiences, social organization, human ingenuity, and sharing the planet. They will develop upper-intermediate communication skills, with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing and are expected to use the studied language for more than 80 percent of the class period. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French B HL 1 **361H00IW**
PREREQUISITE: French 3 or equivalent.
This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will read literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French B HL 2 **361I00IW**
PREREQUISITE: IB French HL 1.
This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will read literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French ab initio SL 1 **361K00IW**
This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. This course is designed for students with little to no prior experience with the target language. Students develop the ability to communicate in the target language through the study of language, themes, and texts. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB French ab initio SL 2 **361F00IW**
PREREQUISITE: IB French ab initio SL 1.
This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. This course is designed for students with little to no prior experience with the target language. Students develop the ability to communicate in the target language through the study of language, themes, and texts. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course.

Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

SPANISH

• Spanish 1 **365100CW**

Spanish I introduces students to basic vocabulary, grammar, and culture through interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for describing.

• Spanish 2 **365200CW**

PREREQUISITE: Spanish 1.

Continues development of communication skills related to culture and cross-cultural understanding through interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for describing and narrating.

• Spanish 3 Honors **365300HW**

PREREQUISITE: Spanish 2.

Expands on previously studied themes and elements of cross-cultural understanding to include exploration of issues and perspectives in Spanish-speaking cultures. Instruction includes interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for narrating and explaining and are expected to use the studied language for at least 90 percent of the class period.

• Spanish 4 Honors **365490HW**

PREREQUISITE: Spanish 3 Honors.

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

• Spanish Contemporary Topics Honors **369901HW**

PREREQUISITE: Spanish 3 or equivalent.

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

• AP Spanish **367500AW**

PREREQUISITE: Spanish 3.

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

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

PREREQUISITE: Spanish 2. Spanish 3 or equivalent recommended.
These are two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors who plan to take the Spanish IBSL course as seniors and who will take the IB exam in twelfth grade. This course is taught on a yearlong A/B schedule, paired with one other IB course. In this course students will explore topics related to identities, experiences, social organization, human ingenuity, and sharing the planet.. They will develop upper-intermediate communication skills with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing, and are expected to use the studied language for more than 90 percent of the class period. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Spanish B HL 1 **365H00IW**

PREREQUISITE: Spanish 3 or equivalent.
This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will study thematic topics in addition to reading literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Spanish B HL 2 **365I00IW**

PREREQUISITE: IB Spanish B HL 1.
This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule. It is paired with another IB course. Students will study thematic topics in addition to reading literary works written in the target language. In this HL course, students extend the range and complexity of their language use to include analyzing and evaluating topics. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

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

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

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

PREREQUISITE: IB Spanish ab initio SL 1.
This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule paired with another IB course. Students develop the ability to communicate through the study of language, texts, and the themes of identities, experiences, human ingenuity, social organization and sharing the planet. Communication is shown through receptive, productive, and interactive skills that are appropriate to the level of the course. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

CHINESE

• Chinese 1 **461100CW**

Chinese 1 introduces students to basic vocabulary, grammar, and culture through interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for describing. Students will also learn to write Chinese characters.

• Chinese 2 **461200CW**

PREREQUISITE: Chinese 1.

Continues development of communication skills related to culture and cross-cultural understanding through interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for describing and narrating and will continue to build their knowledge base of Chinese characters.

• Chinese 3 Honors **461300HW**

PREREQUISITE: Chinese 2.

Expands on previously studied themes and elements of cross-cultural understanding to include exploration of issues and perspectives in Chinese-speaking cultures. Instruction includes interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for narrating and explaining and are expected to use the studied language for at least 90 percent of the class period. Students will continue to develop the use of Chinese characters. Course offering will depend on having enough students enroll, and class may be taught at one location for all district students.

• Chinese 4 Honors **461400HW**

PREREQUISITE: Chinese 3 Honors.

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

• AP Chinese **367900AW**

PREREQUISITE: Chinese 3.

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

COMPUTER SCIENCE AND LITERACY

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

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

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

Rock Hill Schools Course	Course Number
Discovering Computer Science	506100CW
Discovering Computer Science Part I Discovering Computer Science Part II	506200CH (grade 7) 506300CH (grade 8)
Fundamentals of Computing	502300CW
Fundamentals of Web Page Design and Development	503100CW
Advanced Web Page Design and Development	503300CW
Introduction to Computer Programming (previously Comp Prog 1)	505000CW
Intermediate Computer Programming (previously Comp Prog 2)	505100CW
Foundations of Animation	535000CW
Game Design and Development	535200CW
Business Data Applications (previously Integ Business App 2)	502100CW
AP Computer Science A	477100AW
AP Computer Science Principles	477500AW
PLTW Computer Science Principles	637700HW
PLTW Computer Science Essentials	637200CW
PLTW Computer Science Applications	637300HW
PLTW Principles of Engineering	605000CW
PLTW Cybersecurity	637800HW

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

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

This course meets the computer literacy requirement for graduation.

PREREQUISITE: Computer Programming 2.

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

• AP Computer Science Principles **477500AW**

This course meets computer literacy requirement for graduation.

PREREQUISITE: Computer Science Essentials or equivalent.

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

• IB Digital Society 1

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

• IB Digital Society 2

PREREQUISITE: IB Digital Society 1.

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

VISUAL AND PERFORMING ARTS

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

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

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

VISUAL ART

• Art 1 **350100CW**

A foundation level course with a focus on instruction, daily practice, and artistic growth. Art is a skill that is learned through education and practice. Students will explore a variety of materials and processes to include drawing, painting, design, and ceramics. Studio production of artwork will be accompanied by research and reflections related to feedback/critique, art processes, aesthetics, and art history.

• Drawing and Painting 1 (Art 2) **352100CW**

PREREQUSITE: Art 1 and teacher recommendation.

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

• Ceramics and Sculpture 1 (Art 2) **350500CW**

PREREQUSITE: Art 1 and teacher recommendation.

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

• Drawing and Painting 2 (Art 3) **353500CW**

PREREQUISITE: Drawing and Painting 1 and teacher recommendation.

Will build on learning from Drawing and Painting 1 by incorporating higher-level drawing and two-dimensional processes, techniques, and concepts, while also providing more opportunities for students to experiment with voice and choice.

• Ceramics and Sculpture 2 (Art 3) **350600CW**

PREREQUISITE: Ceramics and Sculpture 1 and teacher recommendation.

Will build on learning from Ceramics & Sculpture 1 by incorporating higher-level three-dimensional processes, techniques, and concepts, while also providing more opportunities for students to experiment with voice and choice.

Printmaking 1 **457100CW**

PREREQUISITE: Art 1.

Students in this course will learn artistic photography and printmaking processes to include, artistic photography, photography editing, lino-printmaking, collagraphy, and screen printing. Also, with these processes students will learn the history of photography and printmaking and focus on design principles and composition strategies.

• Art 4 Honors **350401HW**

PREREQUISITE: Drawing and Painting 2 OR Ceramics and Sculpture 2 plus teacher recommendation based on portfolio review.

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

• AP Studio Art **357200AW**

PREREQUISITE: Art 4 Honors (Fall semester of the same year), teacher recommendation, and portfolio review.

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

• IB Visual Arts SL **SL 1 - 351E00IW**
SL 2 - 351A00IW

PREREQUISITE: 2 Art courses. Open to IB and non-IB students.

Emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. Students will develop their artistic skills and record their growth as an artist in a Research Workbook. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

THEATRE

• Introduction to Theatre **459901CW**

Serves as an introduction to the fundamentals of theatre. Students will broaden their appreciation and understanding of Theatre as a form of art, expression, discipline, history and literature. Students will explore many avenues of theatre including a variety of theatre experiences, an introduction to design and production, the basics in acting, and an overview of theatre history. This course is designed for first time theater students.

• Theatre Crafts **452100CW**

PREREQUISITE: Introduction to Theatre.

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

• Playwriting and Performance **452200CW**

PREREQUISITE: Introduction to Theatre.

Prerequisite may be exempted if student meets criteria set at the district level across schools. Please contact the high school theatre teacher or district Arts Coordinator for more information.

Serves as an intermediate class in theatre and its components-literature, production, and performance. Under teacher guidance, each student writes a one-act play suitable for presentation before an audience. As intermediate actors, students study techniques of stage performance for the modern actor including scene study monologue presentations, acting terminology, voice and body movement. This course is designed for students with prior middle school or high school theater experience.

• Advanced Acting Methods Honors **452300HW**

PREREQUISITE: Playwriting and Performance. *Requires teacher approval.*

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

• Musical Theatre **452400CW**

PREREQUISITE: Introduction to Theater.

Prerequisite may be exempted if student meets criteria set at the district level across schools. Please contact the high school theatre teacher or district Arts Coordinator for more information.

This course goes beyond the basic introductory concepts of theater. It is a specialized topics class designed to develop a students' skills in acting, singing, dancing and performance. It is performance based in nature and is available to all students.

• IB Theatre Arts SL 1 **452D00IW**

This is the first of two courses that constitute the International Baccalaureate (IB) requirements. It is open to juniors and is taught yearlong on an A/B schedule paired with another IB course. This course enables students to develop performance skills, study selected texts from an international perspective, exercise practical analysis of a play from a director's point of view and participate in theatrical production. Students will maintain a reflective journal which will be included in their final portfolio. Participation in this course will enable students to develop communication skills, the ability to collaborate with others, analysis and reflection of written works from a global perspective, imaginative research, and self-analysis. This course is offered at SPHS only. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

• IB Theatre Arts SL 2 **452A00IW**

PREREQUISITE: IB Theatre Arts SL 1.

This is the second of two courses that constitute the International Baccalaureate (IB) requirements. It is open to seniors and is taught yearlong on an A/B schedule paired with another IB course. This course enables

students to develop performance skills, study selected texts from an international perspective, exercise practical analysis of a play from a director's point of view and participate in theatrical production. Students will maintain a reflective journal which will be included in their final portfolio. Participation in this course will enable students to develop communication skills, the ability to collaborate with others, analysis and reflection of written works from a global perspective, imaginative research, and self-analysis. This course is offered at SPHS only. Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

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.

• Marching Band with Physical Education 1 **450863CW**
Marching Band with Physical Education 1 integrates both curricula. In addition to all Marching Band requirements, students in this course will complete a pre- and post- Fitnessgram, a Personal Fitness Plan (PFP), and additional coursework to be eligible to receive the Physical Education credit for graduation while enrolled in marching band. Availability of course in 2019-2020 is dependent upon approval by the South Carolina Department of Education.

• Instrumental Ensemble 353100CW
Requires advanced technical skills in music. This course emphasizes a variety of musical styles and technical facility consistent with grades 2 and 3 band literature and is designed to prepare students to participate in the Concert and Symphonic Bands. By enrolling, the student agrees to attend all rehearsals and activities as required by the band director.

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

• Symphonic Ensemble **353300CW**
PREREQUISITE: Audition.
Requires advanced technical skills in music. This ensemble is the top instrumental ensemble and performs at the state concert band festival and for any other community or school events as required by the band director. This course emphasizes a variety of musical styles and technical facility consistent with grades 5 and 6 band literature. By enrolling, the student agrees to attend all rehearsals and activities as required by the band director.

• Symphonic Honors Band **353400HW**
PREREQUISITE: Band in grades 9 and 10 and Audition.
Offers honors credit in eleventh and twelfth grades for students who complete all requirements of the symphonic honors band curriculum. The course provides opportunities for advancement and refinement of

musical skills, higher level musical pieces, and the application of aesthetic judgment. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, and the study of grade 5 and 6 literature for band, chamber ensemble performance and creative development.

CHORUS

• Choral Ensemble **354100CW**
PREREQUISITE: Audition.
This class is primarily for ninth graders. In this class, students will develop vocal techniques and sight-singing skills in addition to a strong base of music theory. Attendance at rehearsals and concerts outside of the school day (*including weekends*) is required. A yearlong commitment is recommended and required for admission into Choral Ensemble. Exceptions due to scheduling conflicts will be allowed.

• Concert Choir **354304CW**
PREREQUISITE: Audition.
RECOMMENDED: Completion of Choral Ensemble. This class stresses advanced choral performance techniques. The choir performs yearly at the State Choral Competition, a national competition, and for other community and school events. This course emphasizes a variety of musical styles and technical skills consistent with the highest grade of choral literature. By enrolling and being accepted through audition, the student agrees to attend rehearsals, activities, and performances outside of the regular school day (*including weekends*) as required by the choral director. A yearlong commitment is recommended and required for admission into Choral Choir. Exceptions due to scheduling conflicts will be allowed.

• Concert Choir Honors **354404HW**
PREREQUISITE: Teacher Approval. Taking Choral Ensemble/Singers in preparation for the Concert Choir/Troubadours is highly recommended.
Honors Chorus members may receive honors credit in the eleventh and twelfth grade for completing all requirements of the Honors chorus curriculum. This course will provide opportunities for advancement and refinement of musical potential, higher level thinking skills and aesthetic judgment. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, and the study of more advanced literature for chorus, creative development and self-evaluation. Honors Chorus provides a rigorous and challenging curriculum for those select chorus students with the commitment and ability to undertake a more demanding workload in the areas of music performance and scholarship.

• IB Music SL 1 **356D00IW**
Students enrolled in IB music must also be enrolled in band, chorus, or orchestra for the entire school year.
This rigorous semester course includes the study of music in western society, international music, basic music literacy, and music theory. Through this exploration of music, students will be able to listen to a piece of music and identify its genre and style. Students will write a paper comparing and contrasting two musical styles from historical perspective. **A basic knowledge of music theory and strong writing skills are strongly recommended.** Students must take the IB exam in order to receive a score from the International Baccalaureate Organization for colleges.

ORCHESTRA

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

the "string experience" provides an excellent opportunity for students to achieve personal satisfaction through music.

• Concert Orchestra **First Semester 355010CW**
Second Semester 355011CW

PREREQUISITE: Successful completion of RHS middle school orchestra program or teacher recommendation.
The Concert Orchestra is a performance-based ensemble. Students in the Intermediate Orchestra course continue to develop proper tone production, style, playing technique via the study of scales, positions, rhythms, bowings, and other appropriate and fundamental ensemble skills while preparing musical selections for performance. As a co-curricular ensemble, rehearsals and performances outside of regular school hours are a requirement. **Note: Offered in both semesters to serve as a continuation of Intermediate/Concert Orchestra in first semester. Double blocking (taking an Orchestra class both Fall and Spring sections) is highly recommended for the improvement and advancement of the individual student and the ensembles.**

• Chamber Orchestra **First Semester 355012CW**
Second Semester 355013CW

PREREQUISITE: Teacher recommendation and audition.
Students who perform at the advanced level have built upon and mastered the previous high school skill levels of Intermediate Orchestra. The advanced orchestra student demonstrates exceptional skill level and can perform, discuss, analyze, and critically evaluate characteristics of more elaborate music compositions from a variety of styles, cultures, and historical periods. The ensemble is performance-oriented and engages in concert appearances and county, regional, and state events. As a co-curricular ensemble, rehearsals and performances outside regular school hours are a requirement. **Note: Offered in the second semester as a continuation of the Intermediate/Concert Orchestra. Double blocking (taking an Orchestra class both Fall and Spring sections) is highly recommended for the improvement and advancement of the individual student and the ensembles.**

• Advanced Orchestra Honors **355300HW**
PREREQUISITE: Chamber Orchestra, teacher recommendation, and audition.
In addition to the above description for Chamber Orchestra, the Honors section of this class offers students the opportunity for further depth through a series of self-directed projects. Students enrolled in Advanced Orchestra Honors must complete four projects from a provided list throughout the year (at least two by the close of 1st semester and any remaining projects by late May) to maintain their Honors status. Students will receive the Honors credit after completing this course in its entirety. **Note: Offered in the second semester as a continuation of the Intermediate/Concert Orchestra. Double blocking (taking an Orchestra class both Fall and Spring sections) is highly recommended for the improvement and advancement of the individual student and the ensembles.**

Honors Orchestra is scheduled for second semester as an embedded offering to enhance the Chamber Orchestra experience. Members may receive honors credit in the eleventh and twelfth grades for completing all requirements of the Advanced Orchestra Honors curriculum. This course will provide opportunities for advancement and refinement of individual musical potential, higher level reasoning skills, and aesthetic judgment. Emphasis is placed on refining ensemble performance skills, recognition of musical styles and historic periods, and the study of more advanced literature for string orchestra, chamber ensembles, as well as creative and overall musical development.

• Beginner Guitar **356700CW**
Beginner Guitar focuses on music appreciation, the understanding of music theory, fundamentals of guitar, and performance. Students will learn to read music notation, chord symbols, and tablature. Popular music and

other music genres will provide the backdrop for the study of music theory, music history, and music performance.

- **Intermediate Guitar** **458000CW**

PREREQUISTE: Beginner Guitar or audition.
Students in this course must have either 1) taken Introduction to Guitar, or 2) demonstrated their knowledge of the guitar to the course teacher prior to enrolling in the course. Students will strengthen fundamental technique and learn more advanced techniques. The study of music theory, music history, and care and maintenance of the guitar will continue. Students will also perform in both small and large ensembles, as well as compose and/or arrange for a small ensemble. Students will apply their learning through weekly tests and performance with a concert at the end of the semester. Students must provide their own approved guitar. An acoustic guitar is recommended. Opportunities for school, community, or regional performances may be available.

DANCE

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

- **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.

- **Dance 2** **450200CW**

PREREQUISITE: Dance 1.
Dance 2 is the continuation of Dance 1. In this course, we will build on the knowledge presented in Dance 1 (human body, dance styles, and choreographic tools) to further learn about kinesiology, various dance techniques, historic dance events and influencers, careers in dance, and choreographic tools. Students will use their knowledge to create and perform in the dance concert at the end of the semester. **Note: Due to staffing and facilities, this course is only offered at Northwestern High School**.

- **Dance 3**

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

- **Dance 4**

PREREQUISITE: Dance 3 and audition.
In Dance IV builds on the knowledge presented in Dance I, II, and III to further learn about abstract work, various dance techniques, performance values, and choreographic tools. Students will rehearse and refine their technique in various dance genres, as well as explore and experiment with various strategies to compose choreography. Students will work closely with performance and choreographic strategies to learn new aspects of the dance art form. Students will use their knowledge to create and perform in the dance concert at the end of the semester, in addition to local school performances.

AFJROTC

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

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

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

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

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

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

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

AERSOSPACE SCIENCE COURSES

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

concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

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

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

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

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

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

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

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

LEADERSHIP EDUCATION COURSES

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

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

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

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

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

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

CAREER AND TECHNOLOGY EDUCATION (CTE)

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

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

AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

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

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

• Animal Science **560300CW**

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

Animal Science provides an overview of the animal science industry, including information on the biological makeup of various species of agricultural livestock. It also provides students with beneficial information on animal behavior before they decide to embark on a career in Animal Science. Animal Science is recommended as a prerequisite for other courses in Animal Science. Typical instructional activities include hands-on

experiences with the principles and practices essential in the production and management of farm animals and farm animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; planning and implementing a relevant work-based learning transition experience; and participating in Future Farmers of America (FFA) activities.

• Introduction to Horticulture **565000CW**

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

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

• Agricultural Mechanics and Technology **566000CW**

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

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

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

In this advanced animal science course, students explore the field of vet medicine. Students will study the role of a vet and vet technician in the diagnosis and treatment of animal diseases. Topics include verinary terms, anatomy and physiology, pathology, genetics, handling and restraint, physical exams, and common surgical skills. Students will engage in a variety of lab activities and will participate in shadowing/work-based learning experiences. This course is a component of the following pathways: Agriculture, Food, and Natural Resources: Plant and Animal Systems as well as Health Science.

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

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

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

ARCHITECTURE AND CONSTRUCTION CLUSTER

Carpentry Pathway

• Introduction to Construction **600109CW**

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

• Carpentry 1: Construction Engineering **609101CW**

PREREQUISITE: Introduction to Construction with a recommended 75 or higher.

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

• Carpentry 2: Advanced Construction Engineering **609200CW**

PREREQUISITE: Carpentry 1 with a recommended 75 or higher.

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

• Carpentry 3 **609300HW**

PREREQUISITE: Carpentry 2 with a recommended 75 or higher.

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

Electricity Pathway

Comprehensive courses provide a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. These courses typically include AC and DC circuitry, safety,

and the National Electrical Code and may cover such skills as those involved in building circuits; wiring residential, commercial, and/or industrial buildings; installing lighting, power circuits, and cables; and estimating job costs. As students progress, their projects become more complex and expansive. In these courses, safety is stressed, and a career exploration component may be offered.

• Electricity 1 **628701CW**

PREREQUISITE: Introduction to Construction with a recommended 75 or higher.

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

• Electricity 2 **628800CW**

PREREQUISITE: Electricity 1 with a recommended 75 or higher.

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

• Electricity 3 **628900HW**

PREREQUISITE: Electricity 2 with a recommended 75 or higher.

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

HVAC Technology Pathway

• HVAC Technology 1, 2, 3, and 4 **600300CW, 600400CW, 600500CW, 600600CW**

PREREQUISITE: For HVAC Technology 1, Introduction to Construction with a recommended 75 or higher. For HVAC Technology 2, 3, and 4, recommended 75 or higher in each preceding course to advance to the next level.

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

Other Courses in Architecture and Construction Cluster

• Work-Based Learning (construction work-based credit) **669000CW**
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid. 120 Hours, 1.0 credit

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS CLUSTER

Architecture/Mechanical Design Pathway

• Mechanical Design 1/Drafting 1 **617200CW**
PREREQUISITE: Algebra 1 with a 75 or higher strongly recommended.
The Mechanical Design courses provide the students interested in engineering or architecture with the basic fundamentals of technical drawing used in all types of fields. Students will learn how to read and design blueprints. This course is a broad introduction to mechanical design using Computer-Aided Design (CAD) tools and freehand sketching fundamentals. Emphasis is placed on a thorough understanding of projection principles and the visualization of exact space conditions relevant to 3D modeling. Mechanical Design 1 provides the student with an understanding of basic drafting concepts such as single ANSI drafting standards, alphabet of lines and views of objects. Students will use AutoCAD and Inventor Software to construct 2D and 3D drawings.

• Mechanical Design 2/Drafting 2 **617300CW**
PREREQUISITE: Mechanical Design 1 with a recommended 75 or higher.
Mechanical Design 2 will focus on the understanding of the standard engineering views used throughout the engineering profession. This course utilizes AutoCAD 2D design software as well as 3D Inventor Modeling software to help the student understand single view drawings, descriptive geometry, orthographic projection, section views, auxiliary views, pictorial drawings, threads, working drawings and gears.

• Architectural Design 1/Drafting 3 **617000HW**
PREREQUISITE: Mechanical Design 1 and 2 with a recommended 75 or higher.
Architectural Design 1 will focus on the fundamentals of civil engineering and architectural drafting. The students will utilize AutoCAD 2D design software and AutoDesk Revit Architectural software to design and create house plan sets that include floor plans, elevations, furniture plans, wall sections, foundation plan and details. The student will also generate 3D renderings of the house design, interiors, and landscape design. Students will also be exposed to survey coordinates and plot plan layouts used in placing their house design on a lot of land.

Digital Art and Design Pathway

• Digital Art and Design 1: **Foundation of Digital Art and Design (Grades 9-12)** **612000CW**
This course is designed to provide the student with the knowledge and skills needed to utilize digital imaging software in editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as: basic computer operations; file sharing across networks; preparing documents for output to various types of media the functions of the Mac computer and how to troubleshoot technology. The software used in this class is the most current version of Adobe Photoshop and Illustrator CC (Creative Cloud).

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

• Digital Art and Design 3: Graphic Design and Illustration (Grades 11-12) 612200CW
Students in this course may earn dual credit course through York Technical College.
ARV 121 Design
ARV 123 Composition and Color
PREREQUISITE: Digital Art and Design 1 and 2 with a recommended 75 or higher. Student must meet YTC enrollment requirements for dual credit.
This dual credit course studies the fundamentals of computer assisted graphic design and introduces students to the computer as an instrument to create page layout, vector art, and digital design. Industry standard software is taught and will focus on vector art using Bezier curves. Students will learn the functions of the computer and how to troubleshoot technology. Students learn the technical language used in the graphic illustration industry, design methods, color and composition. Concepts learned are a great foundation for anyone pursuing a career in the print industry, for production artists, illustrators, animators, and graphic designers. Students must earn a B or higher in this course as a prerequisite to move on to the next level course. The software used in this class is the most current version of Adobe Illustrator and InDesign CC (Creative Cloud).

• Digital Art and Design 4: Digital Photography (Grades 11-12) 612300CW
Students in this course may earn dual credit course through York Technical College.
ARV 110 Computer Graphics
ARV 212 Digital Photography
PREREQUISITE: Digital Art and Design 1, 2 and 3 with a recommended 80 or higher. Student must meet dual credit enrollment requirements for dual credit.
This dual credit is a study of the principles, terminology, techniques, tools and materials of basic digital photography. This course is part of the Digital Art and Design Program, which introduces the skills needed by students for careers in the commercial art fields. Whether working freelance or for a large company, the modern commercial artist is expected to have skills that cover many fields. Photography and Digital Art are the focus of this class, with students learning how to capture images using different photographic methods, including digital SLR cameras, scanners, and film. Students will use the images they capture, learning how to process and incorporate them into projects that communicate an effective message. Students learn the technical language used in the digital photography industry and basic design methods. The core concepts of this class give students an introduction to a career in photography, advertising, digital art, retouching and restoration. Students will also receive professional certification in design and/or workforce readiness. The software used in this class is the most current version of Adobe Photoshop and Lightroom CC (Creative Cloud).

Fashion Design and Apparel Construction Pathway

• Fashion Design and Apparel Construction 1 571000CW
PREREQUISITE: Fashion, Fabric, and Design (FACS course).

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

• Fashion Design and Apparel Construction 2 **571100CW**
PREREQUISITE: Fashion Design and Apparel Construction 1.
In this course students will focus on refining skill in design and construction, fashion merchandising, and marketing. Students will also focus on the development of problem solving, decision-making, and technological applications in the real-world context.

• Fashion Design and Apparel Construction 2 (Level 3) **571100CW**
PREREQUISITE: Fashion Design and Apparel Construction 1.
In this course students will focus on refining skill in design and construction, fashion merchandising, and marketing. Students will also focus on the development of problem solving, decision-making, and technological applications in the real-world context.

Media Technology Pathway

• Media Technology 1: Introduction to Video Production (Grades 9-12) **612401CW**
For those creative students with an interest in video media, this course will walk students through the planning and scriptwriting to filming and video editing. A detailed introduction to Adobe Premiere Pro and video editing concepts will provide students with the tools to assemble their acquired video elements into various video projects. By the end of this course, students will be able to produce their own videos by writing, planning and filming a script and then fully edit their video into an engaging short film. This course is geared for the creative and problem-solving learner. While there is no prerequisite class, students should be computer savvy, capable of working in teams, willing to work outside regardless of weather, and agreeable to carrying and being responsible for production equipment as needed.

• Media Technology 2: Intermediate Video Production **612502CW**
PREREQUISITE: Media Technology 1 with a recommended 75 or higher and/or permission from instructor.
Students will continue to explore the general field of video production and media production industries. Capitalizing on what students learned in the Introduction class, students will focus on and produce various video content: PSAs, promotional, informative, documentary, and more. While in this course, students will be using class members as the production unit focusing on filmmaking, including story development, production/post-production techniques, and directing using industry-standard software and equipment. Safety is emphasized in this course and students will have the opportunity to acquire an industry-recognized safety certification. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications.

• Media Technology 3: Studio Broadcast Production **612603CW**
PREREQUISITE: Media Technology 2 with a recommended 75 or higher and/or permission from instructor.
This “behind the scenes” broadcast production course teaches the technical applications of television studio production. Students who are motivated, disciplined and can professionally interact with guests (including school district office staff and local dignitaries) will be producing videos that will be aired locally. Each student will learn a myriad of jobs in the studio including: director, studio camera operator, lighting tech, graphic designer, audio engineer, set designer and post-production editor. Students will continue to develop their Adobe Premiere Pro skills in post-production. Students must be willing to write scripts, engage with guests,

work in teams, and carry heavy set pieces off and on the set for the variety of shows taped during the semester.

• Media Technology 4: Advanced Video Production **612704CW**
PREREQUISITE: Media Technology 3 with a recommended 75 or higher and/or permission from instructor.
Media Technology 4 is the final course in the Media Technology program. In this course, students are expected to demonstrate mastery of media production skill sets and consistently apply these skills to their projects. Students will work independently and collaboratively to produce advanced projects with industry-standard software, equipment, and emerging technologies. This course may incorporate work-based learning. Students are expected to finalize professional materials for entry-level employment in media industries including earned industry-recognized certifications. This advanced video editing-media technology class is geared towards the self-motivated student that wants to build on their existing Adobe Premiere Pro skills and attain certification. Students in this class will continue to develop and enhance their video production skills and will have the opportunity to incorporate other Adobe suite applications into their workflow. Throughout the semester, students will seek out community, district, and home high school video projects. These projects include but are not limited to: documentaries, PSAs (Public Service Announcements), community leader interviews, social media videos, sports highlights, and more. Students must be willing to write scripts, shoot video outside of school hours, carry heavy field production equipment and record scenes outside regardless of the weather. By the end of this course, students will have created quality video projects to be included in their pre-professional portfolios.

Other Courses in Arts, A/V Technology, and Communications Cluster

• Work-Based Learning (arts/audio work-based credit) – 529000CW
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid. 120 Hours, 1.0 credit

BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

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

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

• Integrated Business Applications 1 **502000CW**
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.

• Business Data Applications (previously Integrated Business Applications 2) 502100CW

This course meets the computer literacy requirement for graduation.

PREREQUISITE: Integrated Business Applications 1.

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

• Digital Publication Design 517600CW

PREREQUISITE: Integrated Business Applications 1.

Students will learn the process and art of combining text and graphics to communicate effective messages by using desktop publishing software. Students design, format, illustrate, edit, revise, and print publications such as newsletters, flyers, brochures, reports, and other advertised materials. Students will gain the skills to effectively use color, type fonts, graphics, focus, balance, proportion, contrast, directional flow, white space, and consistency.

• Digital Multimedia 503020CW

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

• Virtual Enterprise 1 51500CW

PREREQUISITE: Two of the following: Integrated Business Applications 1, Webpage Design, Digital Multi-media, Business Entrepreneur, Accounting 1, OR Business teacher signature.

The Virtual Enterprise program of study allows students to experience all areas of management of a business within a simulated environment. Students assume positions in accounting, management, information technology, legal, human resources, marketing, insurance, and business finance. Working collaboratively, students run simulated businesses in their schools as well as engage in virtual trading with other virtual businesses. The program provides students with opportunities to participate in schoolwork experience to develop college and career ready skills. Opportunities to participate in organized competitions on local, state, and national levels are integral to the course.

• Virtual Enterprise 2 515100CW

PREREQUISITE: Two of the following: Integrated Business Applications 1, Webpage Design, Digital Multi-media, Business Entrepreneur, Accounting 1, OR Business teacher signature.

The Virtual Enterprise program of study allows students to experience all areas of management of a business within a simulated environment. Students assume positions in accounting, management, information technology, legal, human resources, marketing, insurance, and business finance. Working collaboratively, students run simulated businesses in their schools as well as engage in virtual trading with other virtual businesses. The program provides students with opportunities to participate in schoolwork experience to develop college and career ready skills. Opportunities to participate in organized competitions on local, state, and national levels are integral to the course.

• Work-Based Learning (business work-based credit) 549000CW

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

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

EDUCATION AND TRAINING CLUSTER

Introduction to Teaching Pathway

• Introduction to Teaching 1 **570300CW**

Introduction to Teaching 1 is designed to prepare students for careers in the education field. This course will examine careers in early childhood, elementary, secondary, and postsecondary education. Students learn the foundations of education, human growth and development, brain development, teaching strategies, classroom management, and instructional planning and assessment. Technology, professionalism, and academic skills are integrated throughout the course work. There is also an extended learning experience where the student will go into schools and work with a mentor teacher. Professional dress attire is required. Students must earn a 75 or higher in this course as a prerequisite for higher level courses.

• Introduction to Teaching 2 **570400CW**

PREREQUISITE: Introduction to Teaching 1 with a recommended 75 or higher.
COREQUISITE: Must also be enrolled in Introduction to Teaching 3.

Introduction to Teaching 2 is an advanced level course that builds on skills developed in Introduction to Teaching Level 1. Students develop a higher level of proficiency through authentic learning experiences. Students plan engaging lessons, enhance communication and presentation skills, explore school-societal relationships, and exhibit professionalism. Technology is integrated throughout the course work. Participation in student organizations (EdRising) Educators Rising and (FCCLA) Family, Careers, Community, Leaders of America greatly enhance the learning experience.

• Introduction to Teaching 3 **570401CW**

PREREQUISITE: Introduction to Teaching 2 with a recommended 75 or higher.
COREQUISITE: Must also be enrolled in Introduction to Teaching 2.

In Introduction to Teaching 3, students will engage in extended learning opportunities for professional experiences in education. Students will demonstrate integration of curriculum and instruction to meet children's developmental needs and interests in an internship at a local Rock Hill school under the supervision of the ATC teacher and a mentor teacher. The student will be responsible for their own transportation and professional attire. Students will complete portfolios as an assessment of their experiences.

Other Courses in Education and Training Cluster

• Work-Based Learning (education work-based credit) **639000CW**

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

FINANCE CLUSTER

Accounting Pathway

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

• Accounting 2 **500500CW**
PREREQUISITE: Accounting 1.
Students continue to record transactions in journals and maintain customer and vendor ledgers as they balance the business's books and perform end-of-year procedures. Concepts such as depreciation, allowance for bad debts, inventory, notes, interest and dividends are introduced.

Other Courses in Finance Cluster

• Personal Finance **514100CH**
This one half unit (.5) Personal Finance course fulfills the requirement for graduation credit. It is designed to help students develop skills to make informed financial decisions, manage financial resources, and plan for future financial success. Using experiential activities, students will learn the basic principles of personal finance and how to manage their money in a global economy, which include budgeting, banking, insurance, mortgages, savings, investments, inheritance, retirement, tax, and estate planning. Students will also learn about consumer protection laws, internet safety, and cyber security, enabling them to safeguard financial information against technology-based attacks.

• Business Finance (Grades 10-12) **527300CW**
PREREQUISITE: Accounting 1 recommended.
This course fulfills the requirement for graduation credit. Business Finance is designed to provide students with an understanding of how corporations, organizations, and businesses handle money. Concepts include the management of money, accounting methodologies, investing strategies, and effective financial management.

HEALTH SCIENCE CLUSTER

Biomedical Sciences (PLTW) Pathway

• PLTW Principles of Biomedical Science **558000CW**
Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Biomedical Pathway.
PREREQUISITE: Biology 1.
This course sets the foundation for students looking to pursue biomedical careers and complements existing programs in nursing and health sciences. In this introductory course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

• PLTW Human Body Systems **558100CW**

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

• PLTW Medical Interventions **558200CW**

Project Lead the Way course – dual credit may be earned.
Part of the South Pointe High School STEAM Biomedical Pathway.
PREREQUISITE: Principles of Biomedical Science and Human Body Systems.
Medical Interventions allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Emergency Medical Services (EMS) Pathway

• Emergency Medical Services (Grades 11-12) **553100HW**

Students in this course may earn dual credit course through York Technical College.
EMS 110 Emergency Medical Technician
COL 101 College Orientation
PREREQUISITE: Successful completion of Health Science 1, 2, and 3 with an overall grade in each course of an 80 or higher OR status as a three-course CTE completer in any Health Science pathway. In the first option, Health Science 3 may be substituted with the following courses: PLTW Human Body Systems, science-based Anatomy and Physiology, AP Biology, or Medical Terminology. Only Health Science 3, Medical Terminology, or PLTW Human Body Systems will count toward being a CTE completer in the Health Science cluster (AP Biology or science-based Anatomy and Physiology will not). Students must meet enrollment requirements for dual credit.
This course includes the development of technical skills used during emergencies. Students will apply the concepts of safety and infection control, medical terminology, disaster preparedness and prevention of injury. Students will focus on vital signs, CPR, First Aid, and Automated External Defibrillation. Students will have the opportunity to earn National Registry of Emergency Medical Technician Certification through York Technical College and BLS certification through American Heart Association. The EMS class also offers beginning instruction in Essentials of Firefighting taught by professional fire fighters with RHFD.

Health Science Pathway

• Health Science 1 **555000CW**

PREREQUISITE: English 1 and Algebra 1 with a recommended 75 or higher in both. COREQUISITE: Biology 1 as a pre- or co-requisite.

Health Science 1 and 2 plus one additional select course are required for students to be a CATE completer.
Health Science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. During this course students are introduced to healthcare history, careers, law and ethics, cultural diversity, health care language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students will learn first-aid procedures and learn fire safety. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance in the Health Science courses. **A pre-requisite grade of 75 or above is required in Health Science 1 in order to enroll in Health Science 2 per SC state requirement. This course is also available at SC Virtual School for students with scheduling conflicts.**

• Health Science 2 **555101CW**

PREREQUISITE: Health Science 1 with a 75 or higher per South Carolina Department of Education.
Health Science 1 and 2 plus one additional select course are required for students to be a CATE completer.
Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students may earn certifications in First Aid and CPR in this course. Job shadowing opportunities may be available in this course.

• Health Science 3 **555201HW**

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

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

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

PREREQUISITE: Successful completion of Health Science 1, 2, and 3 with an overall grade in each course of an 80 or higher OR status as a three-course CATE completer in any Health Science pathway. Health Science 3 may be substituted with the following courses: PLTW Human Body Systems, science-based Anatomy and Physiology, AP Biology, or Medical Terminology. Only Health Science 3, Medical Terminology, or PLTW

Human Body Systems will count toward being a CTE completer in the Health Science cluster (AP Biology or science-based Anatomy and Physiology will not.) Students must meet enrollment requirements for dual credit.

Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through clinical experiences/activities. The students will build on all information and skills presented in the previous courses and relay these skills into real life experiences. This course develops students' technical skills to provide health care in a variety of settings. Student may prepare to take the South Carolina Nurse Aide (CNA) certification exam. Skills include vital signs, activities of daily living, transfers, personal hygiene, nutrition, and safety. Infection Control and HIPAA principles will also be an integral part of the course. A clinical internship with a minimum of 40 hours in a long-term care facility and 30 hours of internship/shadowing may be included in this 2-block course. Students will be required to meet academic, behavior and attendance standards and submit a parent/guardian permission form to participate in the internship. Clinical times will vary according to the facility need. BLS Healthcare Providers CPR and First Aid certification will be required. Students will be HIPAA and OSHA safety trained prior to clinical experiences.

Other Courses in Health Science Cluster

• Medical Terminology (Grades 10-12)

This course is available online only. **554000HW**

Students who successfully complete Health Science 1, Health Science 2, and Medical Terminology are classified as a South Carolina Career and Technical Completer.

This course is highly recommended for students who are considering a career in the healthcare industry. Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts.

• Sports Medicine 1 **555500CW**

It is recommended that Medical Terminology be taken in conjunction with this course.

Introduces the methods associated with the care and prevention of athletic injuries along with a basic understanding of anatomy and physiology. This course is taught at the home high schools.

• Sports Medicine 2 **555600CW**

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

• Work-Based Learning (health science work-based credit) **559000CW**

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

HOSPITALITY AND TOURISM CLUSTER

Culinary Arts Management Pathway

• Culinary Arts Management 1 (Grades 10-11) 572000CW
PREQUISITE: Foods and Nutrition 1 with a recommended 75 or higher or Sports Nutrition 1 with a recommended 75 or higher is strongly recommended.
Culinary Arts 1 is a required course for the Culinary Arts completer program. Students taking Culinary Arts 1 apply the knowledge gained from the basic foods and nutrition/sports nutrition course and advance into an in-depth study of the professional food industry. This course emphasizes skills in the following areas: cuisines, culinary basics, culinary mathematics, dining room operations, food production techniques, food service management, menus nutrition, professionalism, recipes, safety and sanitation, and sustainability. Employment opportunities and qualifications are explored as well as industry certifications. National Certification Examinations: ProStart 1 Examination and ServSafe Food Handler. *Courses included in this SC State Completer Program include: Foods and Nutrition 1 or Sports Nutrition 1 and both Culinary Arts 1 and Culinary Arts 2.*

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

Hospitality and Tourism Management Pathway

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

Other Courses in Hospitality and Tourism Cluster

• Work-Based Learning (hospitality work-based credit) 519000CW
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides “hands on learning” in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor’s time in teaching and demonstrating. The work-based experience may be paid or unpaid. 120 Hours, 1.0 credit

HUMAN SERVICES CLUSTER

Cosmetology Pathway

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

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

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

Family and Consumer Sciences Pathway

• Fashion, Fabric, and Design 1 **580400CW**
Students must furnish their own materials for projects.
Assists students in acquiring basic skills in clothing construction. Students acquire skills in the operation and maintenance of the home sewing machine, basic hand sewing techniques, pattern interpretation and layout, and garment construction through a combination of teacher demonstrations and student practice and application. Students will discover fashion trends through history.

• Fashion, Fabric, and Design 2 **580500CW**
PREREQUISITE: Fashion, Fabrics, and Design.
This course focuses on the study of fashion and garment industry with emphasis on the basics of design and construction. Concepts are applied with hands-on learning experiences as students study career pathways, textiles, fashion design, apparel construction, consumer behavior, products and materials of the fashion industry.

• Financial Fitness 1 **581200CW**

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

• Financial Fitness 2 **581300CW**

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

• Human Development: Responsible Life Choices 1 **583400CW**

Human Development: Responsible Life Choices 1 addresses development and wellness of individuals and families. Current information is provided about the physical, psychological, and emotional maturation process. Unit topics include interpersonal relationships, family life education, adolescent development, health and wellness, pregnancy and parenthood, and careers. This course includes requirements specified in the Comprehensive Health Education Act.

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

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

• Foods and Nutrition 1 **582400CW**

Introduces students to the principles of basic food preparation. This course incorporates the principles of nutrition and the relationship of nutrition to individual health and well-being. Teacher demonstrations and guided laboratory experiences enable students to gain skills in kitchen management, safety and sanitation, food preparation, and meal service. It is recommended that students take this course if they are interested in taking Culinary Arts at ATC.

• Sports Nutrition **575900CW**

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

INFORMATION TECHNOLOGY CLUSTER

Computer Science (PLTW)

• PLTW Computer Science Essentials **637200CW**

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

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

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

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

• PLTW Cybersecurity **637800HW**
Project Lead the Way course – dual credit may be earned.
This course meets computer literacy requirement for graduation.
Part of the South Pointe High School STEAM Computer Science Pathway.
PREREQUISITE: Computer Science Essentials or equivalent.
This course introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Other Courses in Information Technology Cluster

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

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

• Game Design and Development **535200CW**

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

• Discovering Computer Science (Grades 9-12) **506100CW**

This course meets the computer literacy requirement for graduation.
Discovering Computer Science students will discover introductory computer science topics with an emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will create their own websites, apps, and games.

• Discovering Computer Science (Grades 7-8) **Part I Grade 7 506200CW**
Part II Grade 8 506300CW

This course meets the computer literacy requirement for graduation.
Discovering Computer Science students will discover introductory computer science topics with an emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will create their own websites, apps, and games.

• Fundamentals of Computing **502300CW**

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

• Fundamentals of Web Page Design and Development 1 **503100CW**

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

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

• Introduction to Computer Programming (previously Computer Programming 1) **505000CW**
This course meets the computer literacy requirement for graduation.
PREREQUISITE: Algebra 1 or Math Tech 2.
Emphasizes the fundamentals of computer programming through hands-on activities. Topics include algorithm, interface, and program design and development, along with practical hands-on experience in programming using a modern object-oriented language. Students work with variables, constants, data types, expressions, decision structures, and repetition structures, which lead to advanced programming with arrays, graphics, spreadsheet and database interfacing. Appropriate for students planning to major in Computer Science and Engineering, including game development and mobile apps.

• Intermediate Computer Programming (previously Computer Programming 2) **505100CW**
This course meets the computer literacy requirement for graduation.
PREREQUISITE: Computer Programming 1.
Emphasizes the fundamentals of computer programming through hands-on activities. Topics include algorithm, interface, and program code design and development, along with practical hands-on experience in programming using a modern object-oriented language, including game programming. Students work with variables, data types, expressions, decision structures, and repetition structures, which lead to advanced programming with arrays, spreadsheet and database interfacing.

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY CLUSTER

• DC Introduction to Criminal Justice (Grades 11 or 12) **6520YTEW**
Paired with YTC Criminal Law if taken at ATC.
Students in this course may earn dual credit course through York Technical College or USC-L.
YTC = CRJ 101 Introduction to Criminal Justice
USC-L = CRJU The American Criminal Justice
PREREQUISITE: Student must meet enrollment requirements for dual credit.
This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems, and juvenile justice agencies

• DC Criminal Law (Grades 11 or 12) **6523YTEW**
Paired with YTC Introduction to Criminal Justice if taken at ATC.
Students in this course may earn dual credit course through York Technical College.
YTC = CRJ 115 Criminal Law
PREREQUISITE: Student must meet enrollment requirements for dual credit.
This course covers the development of criminal law in America. The basic elements of specific criminal offenses, criminal defenses, and various legal principles upon which criminal law is established are reviewed.

• DC Criminology (Grades 11 or 12) **6550YTEW**
Paired with YTC Police Community Relations if taken at ATC.
Students in this course may earn dual credit course through York Technical College.

YTC = CRJ 125 Criminology

PREREQUISITE: Student must meet enrollment requirements for dual credit.

This course is a study of the various theories of criminal causation and control, the identification of criminal typologies, and the reaction of society to crime and criminals.

• DC Police Community Relations (Grades 11 or 12) **6540YTEW**

Paired with YTC Criminology if taken at ATC.

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

YTC = CRJ 224 Police Community Relations

PREREQUISITE: Student must meet enrollment requirements for dual credit.

This course is a study of the importance of two-way communication between the criminal justice system and the community to foster a working relationship to control crime. A variety of topics are studied, including citizen involvement in crime prevention and police officer interpersonal relations.

MANUFACTURING CLUSTER

Mechatronics Pathway

Mechatronics 1 – Electrical Components/Industrial Safety **621000CW**

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

EEM 118 AC/DC Circuits II

EEM 121 Electrical Measurements

IMT 104 Industrial Maintenance

IMT 114 Benchwork and Assembly

PREREQUISITE: Student must meet enrollment requirements for dual credit.

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

Mechatronics 2 – Electrical Components/Industrial Safety **621100CW**

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

EEM 145 Control Circuits

EEM 215 DC/AC Machines

PREREQUISITE: Mechatronics 1 with a recommended 75 or higher. Student must meet enrollment requirements for dual credit.

Mechatronics 2 is the second course in the Mechatronics program of study. This course focuses on programmable logic controllers (PLC), electrical industrial controls, fluid power (pneumatics), and motor controls and starters.

Mechatronics 3 – Electro Pneumatics and Hydraulics **621200CW**

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

EEM 221 DC/AC Drivers

EEM 250 Programmable Logic Controllers

PREREQUISITE: Mechatronics 1 and 2 with a recommended 75 or higher in both. Student must meet enrollment requirements for dual credit.

The focus of Mechatronics 3 includes motor controls and starters, hydraulics, electrical test equipment, and professional development.

Mechatronics 4 – Digital Fundamentals and Programmable Controllers **621300CW**

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

IMT 102 Industrial Safety

IMT 131 Hydraulics and Pneumatics

IMT 161 Mechanical Power Applications

PREREQUISITE: Mechatronics 1, 2 and 3 with a recommended 75 or higher in each. Student must meet enrollment requirements for dual credit.

Mechatronics 4 focuses on advanced levels of mechatronic skills, such as PLCs robotics, mechanical drive systems and A/C circuits. Students may have the opportunity to participate in school-to-work opportunities such as apprenticeship or internship. When in the classroom, students work independently or collaboratively on specialized projects integrating career-ready skills in preparation for entering the workforce or post-secondary institution.

Welding Technology Pathway

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

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

Welding 1 and Welding 2 are paired-as a year-long class or 2-block one semester course.

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

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

• Welding Technology 3 and 4 (Grades 11-12) **635100CW, 635200CW**

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

WLD 111 Arc Welding I

WLD 113 Arc Welding II

PREREQUISITE: Welding 1 and 2 with a recommended 75 or higher. Student must meet York Tech admission requirements. Student must meet YTC enrollment requirements for dual credit.

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

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

Other Courses in Manufacturing Cluster

• Work-Based Learning (manufacturing work-based credit) 649000CW
This is a program which coordinates high school studies with a job in a field related to academic or technical education standards that provides "hands on learning" in areas of student interest with a participating business. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school in exchange for the mentor's time in teaching and demonstrating. The work-based experience may be paid or unpaid. 120 Hours, 1.0 credit

MARKETING CLUSTER

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

• Advertising (Grades 10-12) 547000CW
This course introduces the concepts of advertising, planning strategies, communication skills and professional development. Course content includes budget development, media selection, design and the preparation of ads for various media. Students are expected to participate in oral presentations.

• Digital Media Marketing (Grades 10-12) 542200CW
PREREQUISITE: Marketing with a recommended 75 or higher.
This course examines all aspects of advertising and digital media marketing. Students will creatively plan, design, and develop an advertising campaign for a product or service using real-world applications and considerations. Students will integrate technology commonly used in the advertising industry.

• Marketing Management (Grades 10-12) 543100HW
PREREQUISITE: Marketing with a recommended 75 or higher.
This course further prepares students for careers in financial institutions, real estate, retail establishments and sports and entertainment venues. It expands the student's knowledge to make more detailed and specific decisions concerning location, promotion, pricing, financing, and distribution. Each student selects a type of business and develops a business plan to include financing, organization, management, and marketing. Students develop fundamental business competencies including human resources, communications, selling, promotion, and financing.

• Sports and Entertainment Marketing 542500CW
PREREQUISITE: Marketing or Entrepreneurship.
This program is designed for students who wish to pursue careers in the various areas of the sports and entertainment industry. This includes careers in box office management and sales, group sales, public sales, marketing, operations, development and sports programming. This course will consist of classroom learning as well as out of the class involvement with the school's athletic and entertainment program.

• Sports and Entertainment Management **542600CW**

PREREQUISITE: Marketing or Entrepreneurship.

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

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS CLUSTER

Pre-Engineering (PLTW) Pathway

• PLTW Engineering Essentials **6144--CW**

Introductory Project Lead the Way course

Part of the South Pointe High School STEAM Engineering Pathway.

This course provides an exploratory engineering course designed to introduce freshman to multiple fields of engineering. This is a new course offered by PLTW. It will be the first course intended to be offered prior to Introduction to Engineering Design. The course aims to broaden participation in engineering by highlighting the industry's impact and challenging student perceptions of the field, with a focus on exploring global engineering challenges and sustainability goals, as well as personal, societal environmental and economic impacts of engineering solutions.

• PLTW Introduction to Engineering Design **605100CW**

Project Lead the Way course – dual credit may be earned.

Part of the South Pointe High School STEAM Engineering Pathway.

PREREQUISITE: Algebra I CP should be completed before or while students are taking the IED course

This is the introductory course for the Project Lead the Way pre-engineering program. This course teaches problem-solving skills using a design development process and exposes students to the career field of engineering, as well as the engineering design software, Fusion 360. Models of product solutions are created, analyzed, and communicated using Fusion 360, which is a solid modeling computer design software.

• PLTW Principles of Engineering **605000CW**

Project Lead the Way course – dual credit may be earned.

Part of the South Pointe High School STEAM Engineering Pathway.

This course meets the computer literacy requirement for graduation.

PREREQUISITE: Completed ninth grade and has requisite math courses.

This is the second course in a series of pre-engineering courses that helps students understand the field of engineering/engineering technology. Students are encouraged to take Introduction to Engineering Design (IED) prior to this course. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use Math, Science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

• PLTW Engineering Design and Development **605400HW**

Project Lead the Way course – dual credit may be earned.

Part of the South Pointe High School STEAM Engineering Pathway.

PREREQUISITE: Principles of Engineering.

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately

presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

• PLTW Civil Engineering and Architecture **605800HW**
Project Lead the Way course – dual credit may be earned.
PREREQUISITE: Completed tenth grade and requisite math courses.
Provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Student use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. The course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

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

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

TRANSPORTATION, LOGISTICS, AND DISTRIBUTION CLUSTER

Automotive Collision Repair Pathway
This course of study prepares students for employment in the collision repair industry. Students who successfully complete this rigorous program are prepared to continue their education in a post-secondary setting or may enter the workforce in collision repair and refinish related jobs.

• Automotive Collision Repair Technology 1 **602000CW**
PREREQUISITE: Algebra 1 and English 1 with a recommended 75 or higher in both.
In Automotive Collision Repair Tech 1, students will have classroom instruction that includes I-CAR and SP2 computer modules in safety, automobile parts identification, repair methods, chemical safety, tool usage, automotive refinishing and other topics. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and challenging ~~rigorous~~. Students must work well independently and use their time wisely to complete the required computer modules. Completion of the assigned I-CAR and SP2 computer courses are mandatory for shop/lab admittance. Certifications, which are

nationally and internationally recognized are available. Some students prefer to purchase an organic vapor respirator and compressed air blow nozzle for personal use in the class, which total approximately $25.00. These expenses are optional, and students can take the class without the personal equipment. Appropriate dress is a must for the class; work clothes, closed toes shoes, and safety glasses are required.

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

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

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

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

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

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

• Automotive Collision Repair Technology 4 **602300HW**

PREREQUISITE: Automotive Collision Repair Tech 3 with completion of all required coursework and a recommended 75 or higher.

Students continue instruction including computer modules in I-CAR, SP2, and Sherwin-Williams eLearning courses. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and rigorous. Students must work well independently and use their time wisely to complete the required computer modules. Completion of the assigned I-CAR, SP2 and Sherwin-Williams elearning computer courses are mandatory for shop/lab admittance. Lab activities include lecture, research, writing assignments, and hands-on experience involving tools, equipment, and a variety of vehicles. Students work directly with customers, and assess vehicle damage, order parts and materials necessary for repairs, make repairs, and ensure customer satisfaction with the work. Students are responsible for the paperwork/computer records necessary for the repair process. Students can earn certificates for completed computer modules. Students who successfully complete Collision Repair 1, 2, 3, and 4 will complete a portfolio documenting their progress, and including any earned certificates. They will earn a certificate of completion from the Applied Technology

Center upon successful completion of the Collision Repair program of study as a SC CTE (Career and Technical Education) Completer. Appropriate dress is a must for the class; work clothes, closed toes shoes and safety glasses are required.

Automotive Technology Pathway

This is a three-level program that studies the industry, maintenance and repair of automobiles. This is a progressive program with each consecutive level building on the information and skills learned in the previous levels. Areas of study include, but are not limited to: brakes, steering and suspension, electrical systems, engine performance, manual and automatic transmissions, HVAC and engine repair. **All** potential Automotive Service Technology students along with a parent or legal guardian are required to attend an individual conference and pre-course orientation with the instructor prior to full enrollment into the program. Additionally, a supply fee is required to allow students to have individualized lab appropriate work shirts, gloves and certified safety glasses. The Automotive Technology program is designed to prepare the student for entry-level position in the automotive industry or for greater success in a post-secondary automotive training school. The curriculum used in this program has a heavy emphasis on computer usage and is very technical and challenging. Students must work well independently in order to utilize the online curriculum which includes a significant amount of rigorous reading, writing, math and science content.

• Automotive Service Technology 1 **603000CW**

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

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

• Automotive Service Technology 2 **603100CW**

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

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

• Automotive Service Technology 3 **603200CW**

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

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

• Automotive Service Technology 4 **603300HW**

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

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

Drone Innovation Technologies Pathway

• Drone Innovation Technologies 1 (Grades 10-12) **329910CW**

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

• Drone Innovation Technologies 2 (Grades 10-12) **329912CW**

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

• Drone Innovation Technologies 3 **619913CW**

PREREQUISITE: Drone Innovation Technologies 2 with a 75 or higher.

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

Global Logistics and Supply Chain Management Pathway

• Introduction to Logistics **619101CW**

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

• Functional Areas in Logistics **619202CW**

PREREQUISITE: Introduction to Logistics with a recommended 75 or higher.

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

• Global Logistics Management **699203CW**

PREREQUISITE: Functional Areas in Logistics with a recommended 75 or higher.

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

• Logistics and Supply Chain Management **699304CW**

PREREQUISITE: Previous three Logistics courses with a recommended 75 or higher in each.

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

Other Courses in Transportation Cluster

• Work-Based Learning (transportation work-based credit) **679000CW**

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

ADDITIONAL ELECTIVES

• College Entrance Test Preparation **379930CW**

PREREQUISITE: Algebra 1 and Geometry.

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

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

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

• Leadership Development **379960CW**

This course is designed to develop leadership qualities in our student-leaders to improve school culture and to have a positive influence on others both within the school and out in the community. Topics covered will include: The "R" Factor, Developing the Leader Within you, and Coach Wooten's Pyramid of Success.

• Service Learning **379923CW**

PREREQUISITE: One-year membership in an approved service club.

The Service-Learning course is a dual-purpose course that integrates academic and career readiness curriculum with a civic or service component. Students will divide their week between 3 days of classroom instruction and collaborative learning with 2 days of service time on site at their partner organization. Class time will be spent on research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio. The remainder of course time will be spent actively involved at their service location completing training and maintaining professionalism. At the end of the course, students will present their research-based suggestions, action-steps, and findings to their service mentors in the form of a professional presentation.

• Peer Tutoring and Support **379922CW**

PREREQUISITE: Application and teacher recommendation.

This course is designed to help participants develop the skills and communication needed to serve as academic tutors for their peers. The course covers learning styles, assignment rubrics, and essential learning objectives for different levels of math, science, social studies, and writing. The primary goals of this course are for tutors to develop a better understanding of the learning process, and to develop and enhance essential leadership and communication skills needed for college and career success.

• College and Career Readiness

Grade 9 **379904CW**
Grade 10 **379905CW**
Grade 11 **379906CW**
Grade 12 **379907CW**

College and Career Readiness courses are designed to support student success in high school and beyond, including transition support, communication, development of workplace skills, and test preparation. Courses will be personalized to identified student needs at each high school where offered and are designed to build on each other across grade levels.

• AP Seminar **373000AW**

PREREQUISITE: English 2 Honors.

The AP Seminar course is a two-semester, inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments. This course provides an opportunity for students to pursue an AP Capstone diploma or certificate. Please note that this course counts as a general elective.

• AP Research **373100AW**

PREREQUISITE: AP Seminar.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. This course provides an opportunity for students to pursue an AP Capstone diploma or certificate. Please note that this course counts as a general elective.

• IB Theory of Knowledge **I - 373A00IH**
II - 373B00IH

This course is required for IB Diploma candidates and is offered only to IB Diploma students.

TOK is an interdisciplinary course designed to provide opportunities for reflection on the nature of knowledge and the process of knowing. Students will explore the core theme, knowledge and the knower, along with 2 other optional themes. They will also investigate knowledge in 5 areas: history, human sciences, natural sciences, mathematics and the arts. Analysis and evaluation of the themes and areas of knowledge will be organized by their scope, perspective, methods and tools and ethics. Students must write an essay and develop an exhibition for the IB assessments in this course. Students earn one half credit for TOK I and one half credit for TOK 2.

SOUTH CAROLINA HIGH SCHOOL CREDENTIAL

South Carolina has roughly 100,000 students with disabilities serviced under the Individuals with Disabilities Education Act (IDEA), of which the majority are able to earn a State high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community. The uniform state-recognized South Carolina High School Credential is aligned with the State's Profile of the South Carolina Graduate and to a newly created course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate.

The purpose of the South Carolina High School Credential is to provide equitable job-readiness opportunities for these students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

In the past, Rock Hill Schools offered a district-level Occupational Certificate. With a state-recognized credential, the district certificate began phasing out beginning in the 2018-19 school year.

ENGLISH

Essentials of English I **390000CW**

Essentials of English I emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

Essentials of English II **391000CW**

Essentials of English II emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on immersion of effective communication skills in both daily living and employment settings with the use of standard rules of convention and syntax to give and request information.

Essentials of English III **392000CW**

Essentials of English III emphasizes the English III course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on reading, written and oral expression of information required in a variety of daily living and employment settings.

Essentials of English IV **393000CW**

Essentials of English IV emphasizes the English IV course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work.

MATHEMATICS

Essentials of Math I
(Formerly Occupational Algebra Essentials) **390100CW**
Essentials of Math I emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically.

Essentials of Math II **391100CW**
Essentials of Math II emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and patterns as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math III **392100CW**
Essentials of Math III emphasizes the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and pattern as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math IV **393100CW**
Essentials of Math IV continues to emphasize the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate.

SCIENCE

Essentials of Science I **390200CW**
(Formerly Life Skills Science 1)
Essentials of Science I emphasize the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information.

Essentials of Science II **391200CW**
Essentials of Science II emphasizes the Physical Science course of study aligned to the South Carolina College- and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) to become scientifically literate and consumers of scientific information.

SOCIAL STUDIES

Essentials of Social Studies I **390300CW**
Essentials of Social Studies I emphasizes the United States History and the Constitution course of study aligned to the South Carolina Standards and the Profile of the South Carolina Graduate. This course will provide a reward of literacy for the 21st century student. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning required in citizenship.

Essentials of Social Studies II **391300CW**
Essentials of Social Studies II emphasize the governmental system of the United States and understanding the nature and purpose of government. This course will further emphasize geography relating to map and global skills.

JOB READINESS

Employability Education I – Career Awareness and Exploration **390800CW**
The Employability Education I course is designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of the employability education courses.

Employability Education II – Advanced Awareness and Exploration **391400CW**
The Employability Education II course is designed to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include school-based job shadowing and work-based learning activities. Job seeking skills also will be refined. Students may be involved in on-campus vocational training activities such as school-based enterprises, hands-on vocational training in career education courses and the operation of school-based enterprises. Additionally, the course will continue the focus on the development of self-determination skills as well as the career portfolio.

Employability Education III – Career Development **392800CW**
The Employability Education III course is designed to continue the development and begin the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

Employability Education IV **393800CW**
The Employability Education IV course is designed to continue the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment and apprenticeships. These work-based activities

allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

TECHNOLOGY

Essentials of Technology **39M800CW**

The Essentials of Technology course emphasizes the Computer Science course of study aligned to the South Carolina Computer Science High School Standards. This course of integrated content and process standards will enable students to develop world-class knowledge, skills, life, and career characteristics identified in the Profile of the South Carolina Graduate as a computer literate student.